



CIMSPA PROFESSIONAL STANDARD

Working with Culturally and Ethnically Diverse Communities

(FULL STANDARD)

EDITION V1

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CIMSPA PROFESSIONAL STANDARD:
POPULATION SPECIALISM: Working with Culturally and Ethnically Diverse Communities

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ABOUT THIS STANDARD

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

The full version of this standard is available to CIMSPA employer partners and education partners.

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1. Overview

Professional standard: Population Specialism Working with Culturally and Ethnically Diverse Communities

This professional standard outlines the role and scope of those wishing to work in a way that is inclusive and equitable for culturally and ethnically diverse communities, by considering their specific cultural needs. It provides the essential knowledge and skills that are needed to meet the requirements of Practitioner membership with CIMSPA (the sector minimum deployment standard). The full version of this standard is available to CIMSPA employer and education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA. This standard sets out the building blocks of educational work required, to first understand why people have racialised experiences in sporting systems, and the role sport plays in a racialised society. With this understanding, practitioners should be able to make both reactive and proactive changes at an individual level and within their responsibility for systems. The Working with Culturally and Ethnically Diverse Communities standard sits in the sport and physical activity sector as part of the leisure operations industry.

This Professional Standard 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 Culturally and Ethnically Diverse Communities.
2. Combined with an occupation standard and additional specialism(s) to form an education product: e.g. Occupation: Coach; Environment Specialism: Working in the Community Sport Environment; Population Specialism: Working with Culturally and Ethnically Diverse Communities.
3. As a standalone product that can be completed as continuing professional development, e.g. Populations Specialism: Working with Culturally and Ethnically Diverse Communities.

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 Culturally and Ethnically Diverse Communities standard

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.” Nelson Mandela (2000)

We know that power exists, and we’ve all seen examples of it first-hand. But just because it exists in pockets, that does not mean it is everyone’s reality.

Those of us involved in sport know and believe this to be true. Sport has plenty of examples of just that over the years, where it has led the way in social cohesion in bringing together people from different backgrounds that simply would not have crossed paths.

We celebrate these instances when they happen, as opposed to them being the hygiene factors anyone taking part in sport can expect.

A review by the key agencies into sport, demonstrated that racism remains an everyday reality in UK sporting systems. The study states that this is ‘often causing a devastating impact on the lives and mental wellbeing of the targeted individuals and their families’.

Review - [Provision of tackling racism and racial inequality in sport - data gathering and analysis services](#)

This was followed by reports into racial inequalities throughout cricket in Scotland, England and Wales, and a growing number of concerns and disclosures raised across multiple other sports.

The various reviews and the pressure that comes from them are shining a light on the issue, and many leaders are starting to prioritise racial equality within systems in sport. In 2021, Dame Katherine Grainger (Chair of UK Sport) stated the need to take the opportunity to reimagine sport and start a necessary transformational change.

This Population Specialism supports an individual who is seeking to take a culturally and ethnically diverse approach in their coaching and delivery, thereby directly tackling this issue in their environment or setup.

This standard will ensure that culturally and ethnically diverse communities within your environment do not suffer the racial inequalities that are so commonplace in sport, as outlined in the TRARIIS report, recently commissioned by the UK’s sister councils with the responsibility for sport.

3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA member.

They will:

Understand

How racial inequalities and racial discrimination can occur in sport, how to deal with them well when they present themselves, and how to proactively ensure their programmes are tackling racial inequity.

Have Demonstrated

A full understanding of racial inequalities, why they exist and how they can be tackled effectively.

Practical application of the learning to decisions and interactions within their coaching responsibilities.

Activities could include:

- Providing opportunities exclusively for certain groups, based on their needs.
- Adapting existing coaching programmes and wider events to ensure inclusion of other cultures.
- Confidently demonstrating allyship to minority ethnic groups, and championing them proactively within your club/setup/environment.
- Using your knowledge to ensure that all sessions, activities and decisions consider the needs of all minority ethnic communities and groups.
- Supporting participants and players to be good allies, and make it a key positive attribute of your team identity and culture.

4. 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 seven key areas of learning and development for the job role of Working with Culturally and Ethnically Diverse Communities, of which all areas are interconnected and mandatory. The key areas are:

1. Where is sport currently?
2. A background to racial inequalities in sport
3. Culturally and ethnically diverse
4. Understanding racism
5. Equality and equity
6. Allyship
7. Cultural competency

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. Where is sport currently?

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K1.1	A good understanding of current diversity and representation levels across sport	<ul style="list-style-type: none"> • Understand the clear links between ethnicity and inactivity in the UK. • Have a good knowledge of the representation levels across participation levels, coaches, officials and leaders in sport. • Have an appreciation of the representation levels in the sporting workforce, compared to the overall population.
K1.2	An understanding of some of the factors behind the lower representation figures	<ul style="list-style-type: none"> • Understand the critical link between participation, inclusion and a respect for cultural identity. • Understand the link between psychological safety and participation. • Understand the role racial stereotyping, the lack of role models and the media have on participation. • Understand the pivotal role they can play in the building of trust and inclusion for racialised participants.
Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S1.1	Be able to display conscious awareness and allyship to culturally and ethnically diverse communities	<ul style="list-style-type: none"> • Consistently demonstrate an allyship approach to coaching practice. • Identify and proactively seek indicators of barriers to racial inclusion. • Proactively and consciously explore key processes and decisions in relation to their inclusion of culturally and ethnically diverse people and communities.

2. Background to racial inequalities in sport

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K2.1	An understanding of how pre WW2 sport history played a formative role in perpetuating racism and racial inequalities in sporting systems	<ul style="list-style-type: none"> Understand the influence of historical events, including racial theories and the subsequent role of the British Empire, in the design and codification of modern sports. Understand how sport was used in colonial times to impart British values on colonial people, and the legacies of that today. Understand some of the conflicts to British values in actionable practice, including the quashing of other local sports, and implementing forms of racial segregation / hierarchical rules or roles within teams and sports. Understand the above in the context of your primary sport.
K2.2	An understanding of post WW2 sport history, and sport's changing role in racism and racial inequalities	<ul style="list-style-type: none"> Understand the impact of decolonisation on racism and racial inequalities in sport. Understand the impact of post-war immigration in the UK on racism, and racial inequalities in sport. Understand the above in the context of your primary sport
K2.3	An understanding of how history still has an impact on our sporting system today	<ul style="list-style-type: none"> Understand sport's unique historical role in being a key driver for present day racial inequalities and racism, as opposed to simply a mirror of society. Understand the importance of this in forming racial stereotypes and sporting traditions, some of which still exist today. Understand how some legacies and traditions may be exclusionary, based on their connections to periods of sport's history.
Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S2.1	Able to make reforms that prioritise inclusion of others over tradition and legacies	<ul style="list-style-type: none"> Make adjustments to ensure exclusionary practice is adjusted, advocating against resistance on the grounds of tradition and legacy is used as a reason for maintaining exclusionary practice. Explain and advocate for differing cultural perspectives in sport.

3. Culturally and Ethnically Diverse

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K3.1	An understanding of what culturally and ethnically diverse practice is, and its context in sport.	<ul style="list-style-type: none">• Understand what culturally and ethnically diverse practice means and how to apply it in a coaching setting.• Understand how this differs from being not racist, and the importance of being consistent and proactive in addressing racial inequalities as a practitioner in sport.
S3.1	An ability to apply culturally and ethnically diverse practices to your sporting system	<ul style="list-style-type: none">• Critically assess your own actions in a more nuanced and informed way, in order to make personal and environmental improvements and progress.

4. Understanding Racism

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K4.1	The origins of racism and the basis under which it exists in sport	<ul style="list-style-type: none">• Understand that race is a social construct, only relatively new in human history terms, and has no scientific basis to it.• Understand that classifying people into races using this construct has enabled systemic racism to prevail over a long period of time.• Understand how this has become part of people's cultural identity, and that it cannot be ignored.• Understand the importance of understanding intersectionality and lived experience in creative inclusive environments.• Have an appreciation as to why individuals find it hard to speak up about racism, leading to problems often remaining hidden or difficult to spot.
K4.2	Institutional racism	<ul style="list-style-type: none">• Clearly understand the definition of institutional racism.• Understand and be able to spot indicators that institutional racism exists.• Understand how institutional racism differs from individual and overt racism.
K4.3	Everyday racism	<ul style="list-style-type: none">• Understand what everyday racism is, and how it might manifest itself in a sporting setting.• Understand impact on the individual is always primary to the intent to cause harm.

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K4.4	Microaggressions	<ul style="list-style-type: none"> • Understand what microaggressions are, and the different forms they can take. • Understand the cumulative impact microaggressions can have on individuals.
K4.5	Internalised racism	<ul style="list-style-type: none"> • Understand what internalised racism is, and the reasons for its origin. • Appreciating an individual's lived experience is a complex and personal thing, and the importance therefore of furthering your own learning on systemic and cultural issues, rather than leaving the burden of education and change to culturally and ethnically diverse communities. • Appreciate that there are many factors to consider in racialised experience, and that this cannot be simplified to one individual's racialised experience, as translatable to that of others.
K4.6	Whiteness and privilege	<ul style="list-style-type: none"> • Understand what privilege is, and how it relates to racialised experiences in sport. • Understand the importance of intersectionality in privilege and disadvantage.
K4.7	Racial colour-blindness	<ul style="list-style-type: none"> • Understand the importance of discussing racism and racial inequalities, in addressing it. • Understand that taking a 'colour blind' approach to racism will not address the problem.
K4.8	(Un)conscious bias	<ul style="list-style-type: none"> • Understand what drives our bias, and the different forms it can take.
K4.9	Racial stereotyping	<ul style="list-style-type: none"> • Understand the scale of the impact racial stereotyping has on racial inequalities and outcomes.
K4.10	PCS Model for discrimination	<ul style="list-style-type: none"> • Understand the PCS model, and its importance in understanding racialised experiences in systems. • Understand how differing forms of racism intertwine to create a culture and set of behaviours.
Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S4.1	The origins of racism and the basis under which it exists in sport	<ul style="list-style-type: none"> • Be able to confidently explore 'race' and cultural identity, as a route to belonging and inclusion, not something to be feared. • Be able to see and understand intersectionality with racialised experience, and how that creates unique experiences and needs for those participating in sport.

Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S4.2	Institutional racism	<ul style="list-style-type: none"> • Tackle systemic issues that lead to racial inequalities. • Critically assess and spot indicators of institutional racism. • Design procedural and systemic interventions which ensure racial equity and inclusion from the start.
S4.3	Everyday racism	<ul style="list-style-type: none"> • Be empathetic and compassionate to the needs of those experiencing everyday racism, and better able to spot and support people experiencing it.
S4.4	Micro-aggressions	<ul style="list-style-type: none"> • Act appropriately when witnessing or confronted with micro-aggressions and poor behaviour.
S4.5	Internalised racism	<ul style="list-style-type: none"> • Be able to factor internalised racisms into assessing circumstances. • Ensure internalised racism is not used to invalidate the racialised experience of others.
S4.6	Whiteness and Privilege	<ul style="list-style-type: none"> • Consistently use any privilege to include others who do not have it. • Understand how to use privilege, and the explanation of privilege, in a supporting non-confrontational way.
S4.7	Racial Colour-blindness	<ul style="list-style-type: none"> • Ensure colourblind views are tactfully challenged, to ensure conversations on racism and inclusion can be encouraged to happen. • Explore and lead conversations on 'race' and racism to help consciously improve understanding of issues and cultural differences.
S4.8	(Un)conscious bias	<ul style="list-style-type: none"> • Spot bias in yourself and others, and be able to check it where it may lead to negative views or consequences.
S4.9	Racial stereotyping	<ul style="list-style-type: none"> • Recognise and challenge racial stereotypes, as and when they display.
S4.10	PCS Model	<ul style="list-style-type: none"> • Positively improve culture to ensure inclusivity using the PCS model as a guide. • Consistently tackle all forms of racism as a whole, in order to shift culture.

5. Equality and Equity

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K5.1	Differentiating between different equality approaches	<ul style="list-style-type: none">• Be able to understand the difference between the terms diversity, inclusion, equality and equity.• Be able to see how they are linked, but that one does not always lead to another.• Have a good understanding of the different types of equality approaches, and how they differ in their impact on achieving equity.
Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S5.1	Applying equality approaches	<ul style="list-style-type: none">• Use a more nuanced understanding of equity and equality to assess the effectiveness of activities and decisions in addressing racial inequalities.

6. Allyship

Ref	Knowledge and understanding:	A culturally and ethnically diverse Practitioner must:
K6.1	Reacting well when challenged	<ul style="list-style-type: none">• Understand that getting things wrong in pursuit of making things better is ok, but reacting appropriately when challenged is critical.• Understand the importance of putting the individual with the racialised experience at the centre of any response.• Understand that reacting emotionally when challenged is a natural stress reaction, but with conscious awareness you can prevent this from happening.
K6.2	Active Bystander	<ul style="list-style-type: none">• Understand fully the active bystander approach, and the importance of following it.• Understand why people often fail to step in when witnessing problematic behaviour.• Understand the '5ds' principles of active bystander work.• Understand different techniques for intervening directly, and indirectly. Understand the six steps to resolution.
K6.3	Allyship	<ul style="list-style-type: none">• Understand the definition of allyship, and the need to be consistent.• Understand that acting consistently is more important than only acting when you feel confident you will get it right.• Understand and avoid saviour mentality and performative allyship.• Understand how your allyship can have a wider positive impact on culture in your sport.

Ref	Skills:	A culturally and ethnically diverse Practitioner must:
S6.1	Reacting well when challenged	<ul style="list-style-type: none"> • React appropriately if challenged. • Respond appropriately if you witness or confront racist behaviour. • Amplify voices and perspectives of people from other backgrounds and cultures.
S6.2	Active Bystander	<ul style="list-style-type: none"> • Confidently intervene when witnessing problematic behaviour. • Critically assess safety and circumstance, in deciding how best to intervene. • Deal with issues appropriately, robustly and proportionally, with learning and psychological safety at the core. • See an incident through to a satisfactory and appropriate outcome.
S6.3	Allyship	<ul style="list-style-type: none"> • Consistently take action to support and advocate for those with less privilege. • Check and avoid saviour or performative actions.

7. Cultural Competence

Ref	Knowledge and understanding:	A Culturally and ethnically diverse Practitioner must:
K7.1	Cultural Competence	<ul style="list-style-type: none"> • Understand what cultural competence is. • Understand its importance to inclusion. • Understand how cultural identity can drive bias and negative perspectives. • Understand how cultural competence can support the growth and culture of your club or sport. • Understand the level of cultural competence your club/setup has currently.

Ref	Skills:	A Culturally and ethnically diverse Practitioner must:
S7.1	Cultural Competence	<ul style="list-style-type: none"> • Build proactive action plans that implement learning, which develops cultural competence. • Consciously check bias in relation to cultural awareness. • Proactively improve the cultural competence of your club or sport, in practical and systematic ways.