



**CIMSPA PROFESSIONAL STANDARD:
POPULATION SPECIALISM**

Working with Women and Girls

(FULL STANDARD)

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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 Women and Girls

This Professional Standard: Population Specialism, Working with Women and Girls 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 Women and Girls 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 women and girls 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 Women and Girls.
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 Women and Girls 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 women and girls' wellbeing and performance through the lens of female anatomy, physiology, psychology, and behaviour.

HAVE DEMONSTRATED:

- Have demonstrated the ability to support women and girls' 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 women and girls in relation to, and with consideration of, their age and life stage.
- Delivering sport or fitness activities within the psychosocial context of a girl's or woman's life.
- Be comfortable having conversations with women and girls 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 women and girls who require additional guidance.

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

3. Summary of knowledge and skills

Working with Women and Girls

Topic	Knowledge and understanding	Skills
The rights of women and girls 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 women and girls.
	<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 women and girls 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. 	<ul style="list-style-type: none"> Provide all women and girls with safe and fair opportunities to enjoy sport and physical activity.
	<ul style="list-style-type: none"> Know why an understanding of sex and gender in sport and physical activity is important. 	<ul style="list-style-type: none"> Act in accordance with transgender policies in sport and physical activity.
Safe and inclusive practice when working with women and girls	<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 women and girls doing sport and physical activity.
	<ul style="list-style-type: none"> Understand professional boundaries when working with women and girls. 	<ul style="list-style-type: none"> Ensure a personally safe environment for women and girls doing sport and physical activity.
	<ul style="list-style-type: none"> Know what components which make up an emotionally and physically safe environment for women and girls. 	<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 women and girls 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 women and girls' 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 women and girls doing sport and physical activity to discuss female specific anatomy and physiology. • Provide and offer sign posting to support women and girls 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 women and girls 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 women and girls 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 women and girls in sport and physical activity (as outlined for example, in ‘Reframing Sport for Teenage Girls, <i>Women in Sport</i>, 2019). 	<ul style="list-style-type: none"> • Demonstrate an ability to adapt practice that recognises and optimises the psychosocial experiences of women and girls in physical activity and sport.
Life Stages of Women and Girls	<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 women and girls in sport and physical activity. • Understand a range of delivery methods to support women and girls to stay active based on their needs and motivations at different life stages. • Provide and offer sign posting to support women and girls 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 women and girls' 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 women and girls in a group, team or individually which will sufficiently challenge and offer opportunities to be successful. <hr/> <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"> • Lead sessions that engage and motivate all women and girls. • Consistently maintain and develop an environment that focusses on the physical and emotional health of women and girls. • 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. <hr/> <ul style="list-style-type: none"> • Develop ways of communicating positively about female specific topics. • Provide kit and equipment which encourages women and girls to participate and perform in sport and physical activity.

Topic	Knowledge and understanding	Skills
Duty of Care to Women and Girls	<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 women and girls 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 women and girls. Demonstrate an ability to recognise concussion in women and girls and adapt care and support appropriately.
Duty of Care to Women and Girls 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 women and girls 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 women and girls.
Working with a team of Women and Girls Specialists	<ul style="list-style-type: none"> Understand the roles of women and girls' specialists specific to the needs of women and girls 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 women and girls in sport and physical activity. Demonstrate diligence in creating reliable referral pathways through to these roles.
Professional practice when working with women and girls.	<ul style="list-style-type: none"> Recognise good practice in the industry when working with women and girls 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.

Topic	Knowledge and understanding	Skills
	<ul style="list-style-type: none"> <li data-bbox="411 215 847 344">• Know how to continue to develop knowledge and skills relating to working with women and girls. 	<ul style="list-style-type: none"> <li data-bbox="890 215 1382 277">• Display professional conduct at all times.
	<ul style="list-style-type: none"> <li data-bbox="411 383 847 479">• Understand the importance of being a positive role model to women and girls. 	<ul style="list-style-type: none"> <li data-bbox="890 383 1433 479">• 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 Women and Girls. 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 women and girls, 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 Women and Girls, of which all areas are interconnected and mandatory. The key areas are:

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

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 women and girls and their access to sport and physical activity

Ref	Knowledge and understanding:	Those Working with Women and Girls must:
K1.1	UN Women 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 Women and Girls must be able to:
S1.1	Act on UN Guidelines	<ul style="list-style-type: none"> Act in accordance with the relevant UN guidelines when delivering sport and or physical activity activities with women and girls.

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

Ref	Knowledge and understanding:	Those Working with Women and Girls 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 women and girls, e.g., religious, or cultural taboo's, intersectionality, the roles and responsibilities of women, working patterns.

K2.2	Professional boundaries when working with women and girls	<ul style="list-style-type: none"> Describe the professional boundaries required when working with women and girls, 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 women and girls in sport and physical activity. Identify your scope of practise and what issues would fall outside of that, specifically related to women and girls, 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 women and girls	<ul style="list-style-type: none"> Identify what is a safe environment for women and girls. Detail the process for challenging when environments are deemed unsafe.
K2.4	The components which comprise an inclusive environment for women and girls	<ul style="list-style-type: none"> Describe the importance of providing inclusive practice. 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 Women and Girls must be able to:
S2.1	Safe and inclusive practice	<ul style="list-style-type: none"> Provide an inclusive and safe sport and physical activity environment for women and girls. Deliver inclusive activities for women and girls. Adhere to appropriate procedures and professional standards.

3. Female Specific Physiology

Ref	Knowledge and understanding:	Those Working with Women and Girls must:
K3.1	Knowledge and understanding of the physiology and anatomy of women and girls' 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 women and girls 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 women and girls 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 women and girls 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 women and girls in sport and physical activity.

Ref	Skills:	Those Working with Women and Girls must be able to:
S3.1	Female specific physiology	<ul style="list-style-type: none"> • Design and deliver activities that honour 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 women and girls doing sport and physical activity to discuss female specific anatomy and physiology. • Provide and offer sign posting to support women and girls who require additional guidance.
S3.2	Psychosocial barriers	<ul style="list-style-type: none"> • Demonstrate proactivity to remove the psychosocial barriers that impact the experiences of women and girls in sport and physical activity.

4. Life Stages of women and girls

Ref	Knowledge and understanding:	Those Working with Women and Girls 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 women and girl'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 women and girls. • Describe the intersecting sex- and age- specific factors which influence body composition in women and girls. • Describe how you would translate knowledge of the life stage specific physiology into practice.
K4.3	The psychosocial experience of women and girls in sport and physical activity across their lives	<ul style="list-style-type: none"> • Describe the life-stage specific psychosocial experiences of women and girls and how they influence motivation and ability in sport and physical activity.

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

5. External factors influencing participation in sport and physical activity

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

6. Creating a positive environment

Ref	Knowledge and understanding:	Those Working with Women and Girls must:
K6.1	Methods to engage women and girls 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 women and girls, 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 women and girls.

K6.2	Reflect and explore your own and others attitudes and beliefs around women and girls.	<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 women and girls. Give examples of potential sexist behaviour which could create a negative experience for women and girls 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 women and girls 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 Women and Girls must be able to:
S6.1	Lead sessions	<ul style="list-style-type: none"> Lead sessions that engage and motivate all women and girls.
S6.2	Safe environment	<ul style="list-style-type: none"> Create an environment that focusses on the physical and emotional health of women and girls. Reflect on your practise in relation to the way you work with women and girls. Manage conflict in a non-sexist, non-derogatory way.
S6.3	Awareness	<ul style="list-style-type: none"> Communicate positively about female specific topics. Observe when kit and equipment impact on women and girls' ability to participate and perform in sport and physical activity.

7. Duty of care to women and girls

Ref	Knowledge and understanding:	Those Working with Women and Girls 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 women and girls 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 women and girls.
K7.2	Female specific injury risks in women and girls in sport and physical activity.	<ul style="list-style-type: none">• Describe the female specific risk factors for injury.• Describe an evidence-based approach to injury resilience in women and girls, e.g., Multi component conditioning programs, FIFA 11+.
K7.3	Concussion in women and girls.	<ul style="list-style-type: none">• Identify sex-specific risk factors for concussion.• Identify how to recognise concussion in women and girls.• Explain a sex-specific approach to rehabilitation and return to play from concussion in women and girls.
K7.4	Potential risk to health of sport and physical activity at each life stage in women and girls.	<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 women and girls.

Ref	Skills:	Those Working with Women and Girls must be able to:
S7.1	Support	<ul style="list-style-type: none"> • Appropriately review menstrual health status in the women and girls in your care. • Recognise the signs and symptoms of RED-S. • Signpost for support, where relevant and know what care to expect.
S7.2	Plan and deliver	<ul style="list-style-type: none"> • Plan and deliver programmes to promote injury resilience in women and girls.
S7.3	Awareness of risk and injury	<ul style="list-style-type: none"> • Awareness of the risk of brain trauma in your sport or activity and adapt your practise accordingly. • Recognise concussion in women and girls and adapt care and support appropriately.
S7.4	Behaviours and language	<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. • Recognise potential indicators of abuse and poor practice • Be able to seek advice and support when required.
S7.5	Safeguarding	<ul style="list-style-type: none"> • Apply organisational procedures around safeguarding and the protection of women and girls.

8. Working with a team of Women and Girls specialists

Ref	Knowledge and understanding:	Those Working with Women and Girls must:
K8.1	The roles of women and girl's specialists specific to the needs of women and girls 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 women and girls in sport and physical activity. • Describe how to identify credible and accurate sources of information regarding women and girls' 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 Women and Girls must be able to:
S8.1	Working with others	<ul style="list-style-type: none"> Use a team appropriately to provide support to women and girls in sport and physical activity.
S8.2	Referrals to other sources	<ul style="list-style-type: none"> Create reliable referral pathways through to these roles.

9. Professional practice when working with women and girls

Ref	Knowledge and understanding:	Those Working with Women and Girls must:
K9.1	Recognising good practice in the industry when working with women and girls 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 women and girls in sport and physical activity.
K9.2	Continuing professional development relating to working with women and girls.	<ul style="list-style-type: none"> Explain the need for continued personal development related to working with women and girls, and where you would find it.
K9.3	The importance of being a positive role model to women and girls.	<ul style="list-style-type: none"> Describe what actions and behaviours create positive role models for women and girls in sport and physical activity.

Ref	Skills:	Those Working with Women and Girls must be able to:
S9.1	Engagement	<ul style="list-style-type: none"> Appropriately engage to meet the needs motivations, and context of women and girls in sport and physical activity.
S9.2	Personal development	<ul style="list-style-type: none"> Demonstrate continuing professional development relating to working with women and girls.
S9.3	Positive role model	<ul style="list-style-type: none"> Demonstrate actions and behaviours create positive role models for women and girls in sport and physical activity.

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