



This document illustrates how the Camanachd Association may help to enhance and support the delivery of:

The Curriculum for Excellence

*Shinty – more than a game!*TM

Camanachd Association (CA)

The CA believes that everyone has the potential to make a meaningful contribution to their local community – but not everyone has the opportunity.

The Camanachd Association is an awarding body which creates, develops and maintains a range of different qualifications and awards, all of which focus the development of leadership skills through a variety of practically based activities.

Foundation Coaching Certificate – Foundation Referee Certificate

The Foundation Certificate courses provide the ideal starting point for people aged 16 years and over who wish to develop their skills and levels of responsibility. The syllabus is designed to develop generic skills that can be applied to a variety of sporting situations, not just Shinty as well as contributing to the personal development of the candidate.

These are practical qualifications in which candidates must demonstrate their ability to coach, referee and lead/manage others in basic sporting or recreational activities.

The aim of this qualification is to give candidates an understanding and knowledge of the skills and abilities they will need in order to work with others successfully.

This course is not based on a candidates sporting aptitude and at no stage will they be assessed on their sporting ability. Candidates must have sufficient knowledge and ability to coach/referee/lead/manage others at an appropriate level,

Level 1 & 2 United Kingdom Coaching Certificate (UKCC) – Level 1 & 2 Referee Certificate

The awards provide the opportunity for Foundation coaches and referees (Level 1) and experienced coaches and referees (Level 2) to develop further so they can take on additional responsibilities and challenges.

A Curriculum for Excellence

'A Curriculum for Excellence' provides explicit statements of the aims of education in Scotland and believes that the purposes of education are to enable all young people to become:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors.**

The development of these 4 **capacities** lies at the heart of their work on curriculum renewal.

Mapping 'A Curriculum for Excellence – Wellbeing' into the Foundation Certificate

The Bigger Picture

All of the Camanachd Association's qualifications are made up of units which themselves are comprised of Learning Outcomes and Assessment Criteria. The learning outcome defines what the candidate is expected to know, understand and/or do in order to pass each unit. The assessment criteria define what the candidate will be expected to achieve, in order to demonstrate that the learning outcome has been met.

The 'Bigger Picture' lists all the Units, Learning Outcomes and Assessment Criteria and can be found in the Resources for each course.

Core Values

Each qualification has 8 Core Values at the heart of them. These 8 Core Values are:

- Personal development
 - Helping people reach their true potential
- A stepping stone to employment
 - Providing a nationally recognised qualification
- Developing Coaching – Refereeing Skills
 - Teaching people how to organise activities, to lead, motivate and communicate with others
- Increasing qualifications
 - Enabling more people to gain nationally recognised qualifications
- Volunteering in communities
 - Encouraging people to lead safe sporting activities in their communities
- Reducing youth crime
 - By providing positive activities for them to be involved in
- Supporting more active, healthier communities
 - By providing leaders to organise a range of activity sessions
- Being inclusive
 - By increasing opportunities for a range of people to access our training and awards

Working to a Set of Values

These values go hand in hand with the Learning Outcomes and Assessment Criteria. All candidates will be assessed on their ability to work towards the values listed below:

ATTITUDE	RELIABILITY	ENTHUSIASM
CONFIDENCE	RESPONSIBILITY	EFFORT
COMMITMENT	MATURITY	INITIATIVE
TOLERANCE	RESPECT	SELF CONTROL

The table below is comprised of 3 columns. The first column lists each aspect of A Curriculum for Excellence - Wellbeing whilst the second column shows how the Learning Outcomes and Assessment Criteria for the courses may link to these aspects. The third column demonstrates how our Core Values (CV) and Working to a Set of Values (WSV) might also be relevant to the Wellbeing strand.

<p align="center">A Curriculum for Excellence - Wellbeing</p>	<p align="center">Foundation Certificate: Learning Outcomes & Assessment Criteria</p>	<p align="center">CV & WSV</p>
<p>Developing Successful Learners</p> <p>Through this area of the curriculum children and young people develop an understanding of the physical, social and emotional factors that influence their health and wellbeing.</p> <p>As well as acquiring a wider range of physical skills and abilities, they learn the social and emotional skills which can help them to embrace change and challenge with optimism, develop emotional resilience in dealing with competitive and challenging situations, and express themselves creatively individually and in groups.</p> <p>It enables them to develop their interests and preferences and to set and review personal goals for achievement in their lifestyle, learning and development.</p>	<p>Unit 1 – Planning, preparing and assisting a simple sporting activity</p> <p>Learning Outcome 1 – Plan and prepare a simple coaching activity</p> <ol style="list-style-type: none"> a. Know what information will be needed in order to plan an effective session b. Be able to find information and research a topic before running a session c. Understand the structure of a simple session and how the content will change with age/ability of participants <p>2 – Deliver a simple coaching activity whilst under supervision</p> <ol style="list-style-type: none"> a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants b. Select and use appropriate facilities/area c. Organise and manage participants before and during activities d. Show appropriate flow and pace from one activity to the next to maintain the participants’ interest e. Demonstrate an appropriate and safe ending to a session including the clearing away of equipment <p>3 – Evaluate each session</p> <ol style="list-style-type: none"> a. Explain simply what went well, what did not go well what could be improved for future sessions. <p>4 – Plan future sessions</p> <ol style="list-style-type: none"> a. Demonstrate that by evaluating each session the planning of future sessions can be improved 	<p>Working to a Set of Values</p> <p>Core Values: Personal Development: Helping people reach their true potential</p> <p>A stepping-stone to employment: Providing a qualification to get started</p> <p>Developing Coaching Skills: Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p>

	<p>Unit 2 – Basic communication skills for leading a sporting activity</p> <p>1 – Knowledge and basic proficiency in the shinty activities in order to demonstrate verbal communication, non verbal communication and use of a whistle</p> <ul style="list-style-type: none"> a. Demonstrate the ability to communicate clearly with participants using a range of verbal and non verbal communication skills b. Demonstrate the ability to know how and when to use a whistle with confidence <p>2 – Communicating with groups and individuals involved in sporting and recreational activity</p> <ul style="list-style-type: none"> a. Demonstrate the ability to communicate appropriately with groups and individuals in a sporting context <p>Unit 3 – Principles and practice in delivering a basic health and fitness session</p> <p>1 – Understand the factors which prevent individuals taking part in health-related exercise</p> <ul style="list-style-type: none"> a. Explain simply the range of factors which may prevent people taking part in physical activity b. Describe if and how it may be possible to overcome these issues <p>2 – The effects of diet, smoking, alcohol and age on the maintenance of a healthy lifestyle</p> <ul style="list-style-type: none"> a. Explain simply the importance of a healthy lifestyle b. Describe the effects that diet, smoking, alcohol and age can have on a healthy lifestyle <p>3 – The development of a directory of local contacts offering health-related exercise</p> <ul style="list-style-type: none"> a. Produce a simple directory of local agencies which offer opportunities to take part in health related activities 	<p>Reducing Youth Crime: Keeping young people off the streets through positive activities in their neighbourhood</p> <p>Supporting more active, healthier communities: By providing Coaches/Officials to organise a range of physical activity sessions</p>
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	<p>4 – Leading a simple exercise session for a group whilst under supervision</p> <ul style="list-style-type: none">a. Take part in the planning and delivery of a basic exercise session <p>Unit 4 – Understanding fair play in sport</p> <p>1 - Throughout the course you have actively demonstrated and encouraged the concept of good sporting behaviour and fair play in sporting and recreational activities</p> <ul style="list-style-type: none">a. Understand and explain what is meant by fair play and ensure the basic principles are adhered to when delivering activity sessionsb. Ensure that everyone is treated with respect and that low level disruption or disputes are dealt with in a confident and consistent manner <p>Unit 5 – Understanding the role of the sports official</p> <p>1 – The role of the official in shinty activities</p> <ul style="list-style-type: none">a. Demonstrate basic knowledge and understanding of the role and skills required by a sports official <p>2 – Rules and regulations of a number of sports and activities</p> <ul style="list-style-type: none">a. Understand and explain the need to have rules and the effect that these rules will have on an activityb. Explain simply and be able to demonstrate how to condition games in order to make them enjoyable and relevant to the rest of the session	
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<p>Developing confident individuals</p> <p>If children and young people are healthy and emotionally secure they will be more able to develop the capacity to live a full life. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. This sense of wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope, and the ability to sustain satisfying personal relationships.</p> <p>The health and wellbeing curriculum area should provide opportunities for children and young people to develop these attributes. It should also enable them to recognise and deal with the many different pressures in life, and identify when they need support. They should learn to find appropriate sources of information and help to make informed choices and live a healthy, fulfilled life.</p>	<p>Unit 4 – Understanding fair play in sport</p> <p>1 - Throughout the course you have actively demonstrated and encouraged the concept of good sporting behaviour and fair play in sporting and recreational activities</p> <ol style="list-style-type: none"> a. Understand and explain what is meant by fair play and ensure the basic principles are adhered to when delivering activity sessions b. Ensure that everyone is treated with respect and that low level disruption or disputes are dealt with in a confident and consistent manner <p>Unit 6 – Understanding the scope of local sport and recreational activities</p> <p>1- Demonstrate knowledge of the range of local agencies and facilities that offer sporting and recreational activities to the community</p> <ol style="list-style-type: none"> a. List places within the local area where it is possible to take part in sport or physical activity <p>2 - Show awareness of the sports related courses of study that are available through schools, sports development teams, national governing bodies and other associated agencies</p> <ol style="list-style-type: none"> a. Describe courses which can complement or follow on from this award and identify establishments within the local area which deliver these courses <p>Unit 7 – Demonstration of leadership skills in sport</p> <p>1 - Organise a number of shinty sessions, for your peer group or lower age group children</p> <ol style="list-style-type: none"> a. Complete a minimum of one hour of coaching/officiating experience using the skills and experience gained from Units 1-6 whilst under direct supervision. 	<p>Working to a Set of Values</p> <p>Core Values: Personal Development: Helping people reach their true potential</p> <p>Developing Leadership Skills: Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p> <p>Reducing Youth Crime: Keeping young people off the streets through positive activities in their neighbourhood</p> <p>Supporting more active, healthier</p>
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		<p>communities: By providing Coaches/Officials to organise a range of shinty sessions</p>
<p>Developing responsible citizens</p> <p>Children and young people need to learn to respect and value other people and to develop an understanding of their beliefs and feelings. This will help them to develop positive relationships, promote equality and fairness and counter discrimination.</p> <p>Developing children and young people's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future life, including parenting.</p> <p>From an early age, children can develop an understanding of how their actions and decisions are affected by and affect others, recognising how important it is to behave in ways that can have a positive effect on other people and the environment.</p>	<p>Unit 2 – Basic communication skills for leading a sporting activity</p> <p>1 – Knowledge and basic proficiency in the chosen activities in order to demonstrate verbal communication, non verbal communication and use of a whistle</p> <ul style="list-style-type: none"> a. Demonstrate the ability to communicate clearly with participants using a range of verbal and non verbal communication skills b. Demonstrate the ability to know how and when to use a whistle with confidence <p>2 – Communicating with groups and individuals involved in sporting and recreational activity</p> <ul style="list-style-type: none"> a. Demonstrate the ability to communicate appropriately with groups and individuals in a sporting context <p>Unit 3 – Principles and practice in delivering a basic health and fitness session</p> <p>1 – Understand the factors which prevent individuals taking part in health-related exercise</p> <ul style="list-style-type: none"> a. Explain simply the range of factors which may prevent people taking part in physical activity b. Describe if and how it may be possible to overcome these issues <p>2 – The effects of diet, smoking, alcohol and age on the maintenance of a healthy lifestyle</p> <ul style="list-style-type: none"> a. Explain simply the importance of a healthy lifestyle b. Describe the effects that diet, smoking, alcohol and age can have on a healthy lifestyle 	<p>Working to a Set of Values</p> <p>Core Values:</p> <p>Personal Development: Helping people reach their true potential</p> <p>A stepping-stone to employment: Providing a qualification to get started</p> <p>Developing Leadership Skills: Teaching people the ability to organise activities, to lead, to motivate and</p>

	<p>3 – The development of a directory of local contacts offering health-related exercise</p> <ul style="list-style-type: none"> a. Produce a simple directory of local agencies which offer opportunities to take part in health related activities <p>4 – Leading a simple shinty session for a group whilst under supervision</p> <ul style="list-style-type: none"> a. Take part in the planning and delivery of a basic shinty session <p>Unit 4 – Understanding fair play in sport</p> <p>1 - Throughout the course you have actively demonstrated and encouraged the concept of good sporting behaviour and fair play in shinty activities</p> <ul style="list-style-type: none"> a. Understand and explain what is meant by fair play and ensure the basic principles are adhered to when delivering shinty sessions b. Ensure that everyone is treated with respect and that low level disruption or disputes are dealt with in a confident and consistent manner <p>Unit 5 – Understanding the role of the sports official</p> <p>1 – The role of the official in sporting activities</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge and understanding of the role and skills required by a shinty official <p>2 – Rules and regulations of sports and activities</p> <ul style="list-style-type: none"> a. Understand and explain the need to have rules and the effect that these rules will have on an activity b. Explain simply and be able to demonstrate how to condition games in order to make them enjoyable and relevant to the rest of the session <p>3 – Evaluation of performance of officials</p> <ul style="list-style-type: none"> a. Be able to evaluate and comment upon the performance of officials at a range of levels <p>4 – Acting as an official for a number of activities</p> <ul style="list-style-type: none"> a. Understand and explain the basic rules of shinty and be able to communicate decisions clearly and confidently 	<p>communicate with groups</p> <p>Volunteering in Communities: Encouraging people to organise <u>safe</u> sporting activities in their neighbourhood</p> <p>Reducing Youth Crime: Keeping young people off the streets through positive activities in their neighbourhood</p> <p>Supporting more active, healthier communities: By providing coaches/officials to organise a range of shinty sessions</p>
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<p>Developing effective contributors</p> <p>Through their learning in health and wellbeing, children and young people can have opportunities to engage positively in experiences that are fun, enjoyable, exciting and challenging in a variety of settings including the outdoors.</p> <p>They can make positive contributions to the wider life and health of the school and community through involvement in activities such as running a healthy tuck shop, helping younger children through buddying, or organising dance classes for relatives and friends.</p> <p>Very importantly, young people should be equipped to explore different options for life beyond school and be supported so that they can make successful transitions into work, education or training.</p>	<p>Unit 1 – Planning, preparing and assisting a simple sporting activity</p> <p>1 – Plan and prepare a simple shinty activity</p> <ol style="list-style-type: none"> a. Know what information will be needed in order to plan an effective session b. Be able to find information and research a topic before running a session c. Understand the structure of a simple session and how the content will change with age/ability of participants <p>2 – Deliver a simple shinty activity whilst under supervision</p> <ol style="list-style-type: none"> a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants b. Select and use appropriate facilities/area c. Organise and manage participants before and during activities d. Show appropriate flow and pace from one activity to the next to maintain the participants’ interest e. Demonstrate an appropriate and safe ending to a session including the clearing away of equipment <p>3 – Evaluate each session</p> <ol style="list-style-type: none"> a. Explain simply what went well, what did not go well what could be improved for future sessions. <p>4 – Plan future sessions</p> <ol style="list-style-type: none"> a. Demonstrate that by evaluating each session the planning of future sessions can be improved <p>Unit 6 – Understanding the scope of local sport and recreational activities</p> <p>1- Demonstrate knowledge of the range of local agencies and facilities that offer sporting and recreational activities to the community</p> <ol style="list-style-type: none"> a. List places within the local area where it is possible to take part in sport or physical activity 	<p>Working to a Set of Values</p> <p>Core Values: Personal Development: Helping people reach their true potential</p> <p>A stepping-stone to employment: Providing a qualification to get started</p> <p>Developing Leadership Skills: Teaching people the ability to organise activities, to lead, to motivate and communicate with groups</p> <p>Volunteering in Communities: Encouraging people to organise safe</p>
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	<p>2 - Show awareness of the sports related courses of study that are available through schools, sports development teams, national governing bodies and other associated agencies</p> <p>a. Describe courses which can complement or follow on from this award and identify establishments within the local area which deliver these courses</p> <p>Unit 7 – Demonstration of leadership skills in sport</p> <p>1 - Organise a number of shinty sessions for your peer group or lower age group children</p> <p>a. Complete a minimum of one hour of coaching/officiating experience using the skills and experience gained from Units 1-6 whilst under direct supervision.</p>	<p>sporting activities in their neighbourhood</p> <p>Reducing Youth Crime: Keeping young people off the streets through positive activities in their neighbourhood</p> <p>Supporting more active, healthier communities: By providing Coaches/Officials to organise a range of shinty activity sessions</p>
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Camanachd Association Foundation Certificates
LEARNING OUTCOMES & ASSESSMENT CRITERIA

Unit 1 – Planning, preparing and assisting a simple sporting activity

Learning Outcome 1 – Plan and prepare a simple sporting or recreational activity

- a. Know what information will be needed in order to plan an effective session
- b. Be able to find information and research a topic before running a session
- c. Understand the structure of a simple session and how the content will change with age/ability of participants

Learning Outcome 2 – Deliver a simple sporting or recreational activity whilst under supervision

- a. Prepare and use equipment for activities that are safe and appropriate for the relevant age and ability of the participants
- b. Select and use appropriate facilities/area
- c. Organise and manage participants before and during activities
- d. Show appropriate flow and pace from one activity to the next to maintain the participants' interest
- e. Demonstrate an appropriate and safe ending to a session including the clearing away of equipment

Learning Outcome 3 – Evaluate each session

- a. Explain simply what went well, what did not go well what could be improved for future sessions.

Learning Outcome 4 – Plan future sessions

- a. Demonstrate that by evaluating each session the planning of future sessions can be improved

Unit 2 – Basic communication skills for leading a sporting activity

Learning Outcome 1 – Knowledge and basic proficiency in the chosen activities in order to demonstrate verbal communication, non verbal communication and use of a whistle

- a. Demonstrate the ability to communicate clearly with participants using a range of verbal and non verbal communication skills
- b. Demonstrate the ability to know how and when to use a whistle with confidence

Learning Outcome 2 – Communicating with groups and individuals involved in sporting and recreational activity

- a. Demonstrate the ability to communicate appropriately with groups and individuals in a sporting context

Unit 3 – Principles and practice in delivering a basic health and fitness session

Learning Outcome 1 – Understand the factors which prevent individuals taking part in health-related exercise

- a. Explain simply the range of factors which may prevent people taking part in physical activity
- b. Describe if and how it may be possible to overcome these issues

Learning Outcome 2 – The effects of diet, smoking, alcohol and age on the maintenance of a healthy lifestyle

- a. Explain simply the importance of a healthy lifestyle
- b. Describe the effects that diet, smoking, alcohol and age can have on a healthy lifestyle

Learning Outcome 3 – The development of a directory of local contacts offering health-related exercise

- a. Produce a simple directory of local agencies which offer opportunities to take part in health related activities

Learning Outcome 4 – Leading a simple exercise session for a group whilst under supervision

- a. Take part in the planning and delivery of a basic exercise session

Unit 4 – Understanding fair play in sport

Learning Outcome 1 - Throughout the course you have actively demonstrated and encouraged the concept of good sporting behaviour and fair play in sporting and recreational activities

- a. Understand and explain what is meant by fair play and ensure the basic principles are adhered to when delivering activity sessions
- b. Ensure that everyone is treated with respect and that low level disruption or disputes are dealt with in a confident and consistent manner

Unit 5 – Understanding the role of the sports official

Learning Outcome 1 – The role of the official in sporting activities

- a. Demonstrate basic knowledge and understanding of the role and skills required by a sports official

Learning Outcome 2 – Rules and regulations of a number of sports and activities

- a. Understand and explain the need to have rules and the effect that these rules will have on an activity
- b. Explain simply and be able to demonstrate how to condition games in order to make them enjoyable and relevant to the rest of the session

Learning Outcome 3 – Evaluation of performance of officials

- a. Be able to evaluate and comment upon the performance of officials at a range of levels

Learning Outcome 4 – Acting as an official for a number of sports and activities

- a. Understand and explain the basic rules of an activity and be able to communicate decisions clearly and confidently

Unit 6 – Understanding the scope of local sport and recreational activities

Learning Outcome 1- Demonstrate knowledge of the range of local agencies and facilities that offer sporting and recreational activities to the community

- a. List places within the local area where it is possible to take part in sport or physical activity

Learning Outcome 2 - Show awareness of the sports related courses of study that are available through schools, sports development teams, national governing bodies and other associated agencies

- a. Describe courses which can complement or follow on from this award and identify establishments within the local area which deliver these courses

Unit 7 – Demonstration of leadership skills in sport

Learning Outcome 1 - Organise a number of sports sessions, ideally in two different sporting or recreational activities for your peer group or lower age group children

- a. Complete a minimum of one hour of leadership experience using the skills and experience gained from Units 1-6 whilst under direct supervision.

Please note that the Camanachd Association courses are nationally recognised by sportscotland and the Level 1 & 2 UKCC courses are approved by the Scottish Qualification Authority (SQA).

For further information please contact:

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