



### 1. Programme Title(s) and Code(s):

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Honours Gaelic (Joint)		Q530-2000H

### 2. Academic Session:

2016-17

### 3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

### 4. Credits:

480

### 5. Entrance Requirements:

Please refer to the current undergraduate prospectus at: <http://www.gla.ac.uk/prospectuses/undergraduate/>

### 6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

### 7. Attendance Type:

Both Full Time and Part Time

### 8. Programme Aims:

The Honours programme in Gaelic is designed to allow students, whether they enter the University as native speakers, entrants with learners' Gaelic, or complete beginners, to develop advanced Gaelic language skills, as well as acquiring in-depth knowledge and understanding of Scottish Gaelic language, culture and literature, and those of related languages such as Irish. Where appropriate to the student's level, courses are offered through the medium of Gaelic. In the two Honours years, students will partake in courses primarily through Gaelic;

<sup>1</sup> This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at [www.gla.ac.uk](http://www.gla.ac.uk)

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

whether these be language skills classes or courses on Gaelic literature and culture. This programme aims:

- To train students to a high level of proficiency in reading, speaking and writing Scottish Gaelic, enabling them to communicate readily on a personal and professional basis.
- To offer students from first year through Honours level a range of courses through the medium of Gaelic on Scottish Gaelic literature and culture.
- To offer students at Honours level a range of courses exploring other linguistic and cultural aspects of Gaelic and courses introducing related languages and stages of Gaelic, such as Modern Irish and Classical Gaelic.
- To provide students with a variety of approaches to teaching and learning, and a supportive, vibrant study environment that will stimulate and promote independent study.
- To provide a broad and challenging intellectual training.
- To provide a foundation of personal and core skills for those students seeking employment on graduation, or further academic research.
- To deploy the research expertise of staff to promote the interaction of teaching and research within this course, as part of Glasgow's commitment to enhancing its reputation as a research-led university.

### **9. Intended Learning Outcomes of Programme:**

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

#### **Knowledge and Understanding**

By the end of this programme, students will possess:

- Knowledge of Gaelic language (pronunciation, grammar, syntax, usage)
- Understanding of grammatical and syntactical structures
- Understanding of appropriateness in register and vocabulary
- Knowledge of Gaelic literature and culture
- Understanding of literary texts
- Knowledge and understanding of techniques of literary/cultural interpretation
- Knowledge of varieties of Gaelic, whether of older varieties, of dialects, or of Modern Irish

#### **Skills and Other Attributes**

By the end of this programme, students will have:

##### *Subject-specific/practical skills*

- A high level of accuracy and fluency in the production and comprehension of Gaelic, both orally and in writing
- The ability to communicate effectively and appropriately with native and other competent speakers of Gaelic in various formal contexts (i.e., academic, professional), both orally and in writing
- Understanding of and ability to analyse the structures and registers of Gaelic
- Detailed knowledge of chosen aspects of Gaelic literature and culture
- Understanding of linguistic principles required to assimilate and analyse the structure of a language
- Knowledge of analysis and interpretation of texts, taking into account cultural, historical, and generic contexts
- Understanding of generic conventions and modes of textual production
- Understanding of varieties of approaches to research in study of literature and culture.

##### *Intellectual skills*

- The capacity to analyse critically
- The ability to acquire complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject
- The ability to organise and plan in time-limited exercises

- Competence in the planning and execution of essays
- A capacity for independent thought and judgement
- Skills in critical reasoning
- The ability to handle information and argument in a critical manner

#### *Transferable/key skills*

- The ability to identify and analyse problems and devise appropriate strategies for resolving them.
- Effective communication of information, ideas and arguments, both in oral and in written form
- The ability to gather, select and organise material from a variety of sources and to offer a critical evaluation of its significance
- The ability to manage your time and to organise, plan and execute a project to a predetermined length and deadline
- The capacity for independent thought and judgement
- The capacity for independent, effective and reflective learning
- The capacity to engage with issues and concerns outside one's own sphere of life
- The ability to work flexibly and creatively with others and engage in rational debate
- The ability to make effective and appropriate use of library and bibliographical research skills
- The ability to make effective and appropriate use of IT, both as a learning tool and as a means of communication.

### **10. Typical Learning and Teaching Approaches:**

#### **Pre-Honours level**

Fluent speakers are taught through the medium of Gaelic and a range of approaches are taken.

- Literature elements of level 1 and 2 courses include a combination of lectures and the reading and discussion in class of a variety of literary texts, poetry and prose. Some translation into English is involved, where appropriate, to deal with complex vocabulary and structures.
- Weekly oral classes focus on building students' active vocabulary and on promoting discussion in Gaelic in small groups and as a class. Students have the opportunity to deliver presentations and to receive feedback from teaching staff and from students on their delivery.
- Written language classes focus on grammar, register, idiom and vocabulary in order to ensure that students are able to produce written work in Gaelic of a high standard relevant to a range of situations. Students receive detailed feedback on their assessed assignments and have the opportunity to use online exercises to reinforce the grammar points covered.

Students who do not already have a qualification in Gaelic spend years 1 and 2 learning the structures of the language and a range of vocabulary and idiom.

- In Level 1 there are four lectures per week outlining the key grammatical structures of the language. There is a high level of student involvement in these with structures being practiced as soon as they have been introduced. Additional weekly oral classes allow students to practice the grammar and vocabulary of the course in smaller groups and builds students' confidence in using the language. A very extensive range of bespoke online exercises allows students to reinforce the grammar being introduced throughout the course.
- Level 2 involves a combination of lectures and small group work in which a range of literary texts are studied. There is a gradual movement over the course of the year to tuition through the medium of Gaelic and students write literary essays in Gaelic, with specific language support for this from teaching staff.
- Language classes in level 2 focus on extending students' vocabulary and on developing their idiom through directed exercises, topic-based group work and the delivery of short presentations by students. Feedback is provided on delivery by teaching staff and by students.
- Written language exercises, on which staff provide detailed comment, allow students to develop their writing skills in a range of registers and relevant to a variety of situations.

#### **Honours Level**

- Many of our Honours level courses are taught and assessed through the medium of Gaelic, enhancing

students' comprehension of, and ability to communicate articulately in, the language.

- Courses dealing with literature and culture generally involve a combination of lectures, seminars with a high level of student discussion, and student presentations, with increasing emphasis on student participation as each semester progresses.
- Subject specific knowledge is developed as are key transferable skills such as the ability to synthesise, analyse and evaluate a range of sources and arguments, and to engage in debate and discussion with fellow students and staff on issues relevant to individual courses.
- Written and oral language skills continue to be developed throughout the Honours years with students having the opportunity to write, translate, and deliver presentations on a wide range of topics relevant to contemporary Gaelic Scotland and beyond.
- For those students who choose to write a dissertation in Gaelic rather than with their joint subject, their independent research skills are developed through this research which they undertake and write up in their final year. A dissertation course is offered to all Celtic and Gaelic Honours students which addresses such as issues as identifying and refining a topic, undertaking the research and matters of ethics. Each student is supervised by a member of staff with research expertise in their chosen topic and they are supported through a series of individual meetings with this staff member who provides them with ongoing advice,

### **11. Typical Assessment Methods:**

Students are assessed throughout this programme by a variety of methods. Language skills are assessed in both written and oral dimensions, through exercises, written essays and projects and written and oral examinations, from first year through Honours. Other courses dealing with, for instance, Gaelic literature or linguistics are assessed by means of essays, seminar presentations and written examinations. An in-depth individual dissertation is a requirement of all Honours students, and the final written project is submitted for assessment.

Language exercises and exams are structured to correspond to course material throughout, and a variety of formative exercises, such as writing assignments and mock orals, are in place to allow students to become familiar with demonstrating their learning achievements. Seminar presentations are usually prepared for using worksheets that clarify both key reading material and key questions to be covered. Essays, in common with most arts-based subjects, allow students to reflect on and express the results of their consideration of key topics in the course on the basis of both participation and individual research and reading; choices of questions and reading lists are provided.

Throughout the four year Honours degree, courses are structured so as to allow for a good balance of examined, written and oral/presented work, with most courses being assessed 50% by examination and 50% by coursework.

### **12. Programme Structure and Features:**

## Structure

A typical Joint Honours curriculum in Gaelic will be constructed as follows:

Year	Courses	Credits	Possible Exit Points
1	Gaelic 1A (fluent speakers) <b>or</b> Gaelic 1B (beginners) <b>or</b> Gaelic 1C (learners Higher)  Two level 1 courses in joint subject.  Two Level 1 courses in a third subject	40 credits  20 credits each  20 credits each	Certificate of Higher Education 120 credits
2	Gaelic 2A <b>or</b> Gaelic 2B  Two level 2 courses in joint subject  Two Level 1 courses in a further subject	40 credits  20 credits each  20 credits each	Diploma of Higher Education 240 credits
3 Junior Honours	Sgilean Càinain 3  Two further courses in Celtic and Gaelic, at least one of which should be a Gaelic literature course.  60 credits in Joint subject	20 credits  20 credits each  60 credits	3-year General Degree 360 credits
4 Senor Honours	Sgilean Càinain 4 Dissertation (if taking this for Gaelic) 1 or 2 (if not taking dissertation for Gaelic) courses in Celtic and Gaelic  60 credits in Joint subject	20 credits 20 credits  20 or 40 credits	MA with Honours 480 credits

## Features

Students who have joined the Gaelic degree programme via Gaelic 1B or Gaelic 1C will normally be expected to attend a three-week inter-university Gaelic summer school between Years 2 and 3 and also between Years 3 and 4.

Much of the teaching and assessment in this programme is conducted through the medium of Gaelic, including the dissertation, if the dissertation is taken for Gaelic rather than for the Joint subject.

The Joint Honours programme consists of 120 credits over two years in Celtic and Gaelic and 120 credits from the joint subject. The Gaelic courses must include:

Sgilean Cànanain 3 and Sgilean Cànanain 4 (Language Skills) (20 credits each)

At least 2 courses Gaelic Literature courses (20 credits each)

No more than 1 History and Culture course

If a dissertation is chosen from this side of the joint degree, it will normally be a Joint Honours dissertation (20 credits).

### **Regulations**

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) Entry to Honours (For undergraduate programmes, where appropriate)

<http://www.gla.ac.uk/services/senateoffice/calendar/>

### **13. Programme Accredited By:**

### **14. Location(s):**

### **15. College:**

### **16. Lead School/Institute:**

### **17. Is this programme collaborative with another institution:**

### **18. Awarding Institution(s):**

### **19. Teaching Institution(s):**

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**20. Language of Instruction:**

English

**21. Language of Assessment:**

English

**22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:**

Not applicable.

**23. Additional Relevant Information (if applicable):**

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service ([www.gla.ac.uk/services/sls/](http://www.gla.ac.uk/services/sls/)), Counselling & Psychological Services ([www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/)), the Disability Service ([www.gla.ac.uk/services/studentdisability/](http://www.gla.ac.uk/services/studentdisability/)) and the Careers Service ([www.gla.ac.uk/services/careers/](http://www.gla.ac.uk/services/careers/)).

**24. Date of approval:**