This Plan has been prepared under Section 3 of the Gaelic Language (Scotland) Act 2005, and was approved by Bòrd na Gaidhlig on 5 March 2013.
As Vice-Chancellor and Principal of the University of Aberdeen, I am delighted to provide the introduction to our first Gaelic Language Plan.

The University of Aberdeen is committed to the aspirations and objectives included in the National Gaelic Language Plan and the Gaelic Language (Scotland) Act 2005.

Our Strategic Plan (2011-2015) spells out the University of Aberdeen’s ambition as both an international institution but also as an organisation embedded at the heart of its local community. To that end, we recognise that we have a considerable role to play through our academic leadership and civic influence in supporting the objectives set out in the National Gaelic Language Plan.

The University of Aberdeen is one of five Universities in Scotland invited to compile a Gaelic Language Plan, reflecting our existing involvement in Gaelic language teaching. Our programmes include undergraduate and postgraduate courses in Gaelic, while in recent years we have pioneered a major new curriculum that gives all students the opportunity to undertake Sustained Study beyond their core discipline. This programme ensures that students enrol in courses which are not directly related to their core programme over the first two years of a degree, and Gaelic is one of the linguistic options available. We are also delighted to be one of only two universities in Scotland to offer primary and secondary teacher education provision in Gaelic through our Bachelor of Education (Honours) programme.

Our research contribution includes work on Gaelic language, linguistics, culture and traditions. Through the School of Language and Literature we support research into all areas of Gaelic studies. As a co-lead institution in the Soilise project, funded by the Scottish Funding Council’s Strategic Research Develop Grant, we contribute research capacity to inform public policy towards the maintenance and revitalisation of Gaelic language and culture. We also publish the main peer-reviewed journal in the discipline (Scottish Gaelic Studies) and support the endeavours of a number of academics in this area.

Alongside our commitment to Gaelic, we also recognise our role in the preservation and study of the wider linguistic heritage, cultural diversity and identity of the North-East of Scotland. Through the work of our Elphinstone Institute, we help to study and preserve local story-telling, musical and traveller traditions, and Doric, the North-East dialect of Scots. One of our institutional strategic research themes, ‘The North’, involves the development and delivery of research in a variety of fields including culture, history and the environment of the North-East of Scotland.

Our Gaelic Language Plan outlines a series of practical institutional measures we will take to raise awareness and increase the usage of the Gaelic language as part of our routine corporate activities.

Importantly, the Plan also outlines a series of commitments that go beyond the inclusion of Gaelic in aspects of routine administration. These seek to add significant value by outlining the way in which we will work with local authorities, community groups and other universities to embed meaningful initiatives that will make a considerable contribution to the objectives of the National Gaelic Language Plan.

Professor Ian Diamond FBA FRSE AcSS
Principal and Vice-Chancellor
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Contact Details

Glossary and Abbreviations Guide
The University of Aberdeen recognises that Gaelic is an integral part of Scotland’s heritage, national identity and cultural life. The University is committed to the objectives set out in the *National Gaelic Language Plan* and, through this Gaelic Language Plan, looks to contribute to the national effort to put in place the necessary structures and initiatives to ensure that Gaelic has a sustainable future.

The University of Aberdeen recognises that the position of Gaelic is extremely fragile and that if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of government, the public and private sectors, community organisations and individual speakers is required if we are to:

> enhance the status of Gaelic;
> promote the acquisition and learning of Gaelic;
> encourage the increased use of Gaelic.

This document is the University of Aberdeen’s Gaelic Language Plan. It has been prepared within the framework of the Gaelic Language (Scotland) Act 2005. It sets out how we envisage using Gaelic in the conduct of our core functions, how we will support the use of Gaelic when communicating with the public and key partners, and how we can contribute to the promotion and development of Gaelic.

The Plan has been prepared in accordance with statutory criteria set out in the 2005 Act, and having regard to the *National Gaelic Language Plan* and the *Guidance on the Development of Gaelic Language Plans*.

## Structure of the Gaelic Language Plan

The key components of our Gaelic Language Plan are:

**Chapter 1  Introduction**

This chapter provides the background and context relating to the preparation of Gaelic Language Plans under the 2005 Act and the structure of the University’s main areas of operation.

**Chapter 2  Core Commitments**

This chapter sets out how the University of Aberdeen will use, and enable the use of Gaelic in relation to our main business functions. It covers key areas of operational activity such as corporate identity, signage, communication with the public and the use of Gaelic on our website. This chapter sets out the basic minimum level of Gaelic language provision that we are committed to providing in the lifetime of the Plan.

**Chapter 3  Policy Implications for Gaelic: implementing the National Plan for Gaelic**

This chapter sets out how the University of Aberdeen will contribute to the implementation of the *National Gaelic Language Plan*. It also shows how we will help to implement the national aims for Gaelic Education through increasing, improving and diversifying our Gaelic medium, Gaelic learning and Gaelic awareness activities. It also considers how we will take account of Gaelic and our Gaelic Language Plan when drafting new policies and considering new strategies.

**Chapter 4  Implementation and Monitoring**

This chapter sets out how the implementation of our Gaelic Language Plan will be taken forward, and how implementation and outcomes will be monitored.

A Glossary and Abbreviations Guide is included at the end of the Plan.
CHAPTER 1
Introduction

Setting the context for developing Gaelic Language Plans

The Gaelic Language (Scotland) Act 2005 and the issuing of a notice:

The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament with a view to securing the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language.

One of the key features of the 2005 Act is the provision enabling Bòrd na Gàidhlig, the national public body responsible for the preservation of Gaelic, to require public bodies to prepare Gaelic Language Plans. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising its status and profile and creating practical opportunities for its use.

Preparing and approving the University of Aberdeen’s Gaelic Language Plan

Consultation on a draft Gaelic Plan:

The 2005 Act requires public bodies to bring the preparation of their Gaelic Language Plans to the attention of all interested parties. The University has consulted publicly on its Gaelic Language Plan through a series of public meetings and bilateral discussions hosted in the period from April to June 2012, with representations made during the consultation process considered and incorporated where appropriate.

Approval of the University of Aberdeen’s Gaelic Language Plan:

The Plan was approved by Bòrd na Gàidhlig on 5 March 2013.

Overview of the functions of the University of Aberdeen

Background

The University of Aberdeen, founded in 1495, is one of the UK’s most internationally distinguished universities. It has a student population of around 16,000 that includes a large number of part-time students and an international community of students drawn from 120 different countries.

Students are attracted by the University’s combination of 500 years of tradition – it is Scotland’s third oldest and the UK’s fifth most ancient University - but also its sharp focus on the future, notably on the provision of cutting-edge research and on excellent student facilities, such as our new library.

Teaching and Research

The University offers a varied range of undergraduate and postgraduate courses in addition to providing many opportunities for postgraduate researchers. Students are able to undertake study abroad opportunities, and the high standard of teaching at the University ensures that 97% of graduates enter work, further study, or training within six months of graduating.

Flexibility and individuality are among the University’s real strengths. With over 600 first degree programmes on offer, students can mix, match and switch subjects as they discover new interests en route to their tailor-made degree. For postgraduate students, there are opportunities to undertake supervised research in all departments of the University, or to choose from over 150 taught Masters programmes which are designed to meet the needs of the workplace in the 21st Century.

The University’s curriculum is greatly enhanced by links to the research undertaken by academic staff. The 2008 Research Assessment Exercise (RAE)

assessed 89% of Aberdeen’s research activity as being of international quality and 55% as either ‘world-leading’ or ‘internationally excellent’.

Our Colleges and Research Centres have a broad-based research platform, focusing on global issues including health, social organisation, environmental sustainability and energy. Our researchers investigate the challenges to modern life from technological and scientific advances, to questions of philosophy, economics and public policy, and in doing so apply expertise derived from addressing local, regional, and national issues to develop multidisciplinary teams to tackle global issues.

Administrative Structure

The University of Aberdeen comprises three Colleges: the College of Arts & Social Sciences, the College of Physical Sciences, and the College of Life Sciences & Medicine. There is also a central University administration.
The Colleges, each run by a Vice-Principal who oversees the delivery of the College Plan, are further divided into Schools. Each College has the freedom to develop its practices within a framework of policy guidance provided by the University, but all work towards the University’s strategic development and aims outlined in the University Strategic Plan.

Overview of Gaelic in the North-East of Scotland

History

Although often overlooked, the Aberdeen area has long-standing connections to the history and traditions of Scottish Gaelic. Among the most important of these links is to the Book of Deer. Compiled at the Celtic Monastery of Deer in Old Deer, Aberdeenshire, the Book is a tenth century manuscript (with twelfth century additions) that provides a unique insight into the early church, culture and society of Scotland, England, and Ireland during this period. It contains some of the oldest examples of Gaelic writing to have survived from Medieval Scotland. Gaelic was also spoken in many parts of the North-East, including upper-Deeside.

Education

At all levels of education in the city, Aberdeen is committed to the use and acquisition of Gaelic. The nursery group Cròileagan introduces parents and children (aged 0-3) to Gaelic through song, play, and crafts. The Gilcomstoun Primary School Gaelic Unit, established in 1991, provides Gaelic medium education and caters for both nursery and primary pupils. According to the most recent statistics on Gaelic medium education provided by Bòrd na Gàidhlig, Gilcomstoun Primary School had seven pupils enrolled in Gaelic pre-school in the academic year 2010-11; at levels P1-7, twenty-nine students attended the Gaelic medium unit. Secondary level Gaelic education is provided by Hazlehead Academy which gives students the opportunity to undertake Standard Grade, Higher Grade, and Advanced Highers in Gaelic. In the academic year 2010-11, twenty-five students were enrolled in Gaelic classes for fluent speakers. One pupil was registered for a Gaelic learners’ course.

Language & Culture

The main community organisations assisting with language acquisition and use in the city are the Aberdeen City Gaelic Club (Club Gàidhlig Obair Dheathain), Cròileagan, and The Parents’ Management Committee (Comann nam Pàrant, CnP). CnP organises the afterschool programme Sradagan, which runs extracurricular activities for school-aged students involved in Gaelic education. Aberdeen Gaelic Club offers language tuition and weekend courses for all levels of linguistic ability and cultural events.

Gaelic cultural organisations include the Aberdeen Gaelic Choir (Còisir Ghàidhlig Obair Dheathain) which facilitates the use of Gaelic throughout Aberdeen and
Aberdeen and regularly competes in Gaelic song competitions and festivals. Féis Obar Dhéibhidh is part of a wider network of Gaelic arts festivals. Scottish Culture and Traditions Association (SCAT), is another body which offers courses in elements of Scottish Gaelic culture in Aberdeen. In the past, tuition in Gaelic has been offered in addition to courses in music; this provision is now offered by Aberdeen Gaelic Club.

Census Data

Census figures show that the population of Gaelic speakers within Aberdeen City and Aberdeenshire council areas increased steadily in the period to 2001. Although still relatively small in relation to the region’s total population, the figures are indicative of a wider trend towards urbanisation of the Gaelic-speaking community, with growing populations living in Aberdeen and other Scottish cities.

Within ten years (1991-2001), the number of persons in Aberdeen with abilities in the language rose from 1,276 to 2,554. The total number of Gaelic speakers also rose by a quarter (1,134 to 1,420), which was the largest increase of all council areas. Aberdeenshire has also seen an increase in the number of residents claiming an ability to read, write, or speak Gaelic. In 1991, 992 residents had some use of Gaelic, and this increased to 1,088 in 2001.

These figures may, in part, reflect the decision to survey students at their term-time address, or the inclusion of a new census question in 2001 that added the ability of understanding Gaelic to the survey. An increased proportion of Gaelic speakers in Scotland’s cities may also correlate to migration. With the majority of incoming Gaelic speakers coming from the Highland local authority, and Aberdeen’s strong links to the Highlands and Islands, it is clear that cities, such as Aberdeen, have an important role to play in developing and supporting Gaelic.

The University’s Gaelic Language Plan, alongside that of Aberdeen City Council and any future Plans, will help to ensure that the region plays its full part in the maintenance and revitalisation of the Gaelic language and culture.

Overview of the use and promotion of Gaelic within the University’s operations

Background

The University’s Department of Celtic, (which includes Gaelic), now part of the University’s School of Language & Literature, was formally established in 1916. Academics in the School are leading researchers in their fields and have significant links with Gaelic stakeholders.

The University’s School of Education, integrated with the University following a merger with Northern College of Education in 2001, can trace the provision of initial teacher education back to 1873. It has long-standing links with a number of schools, local authorities, and universities to provide continued professional development for teachers. The School is one of the leading providers of Gaelic education programmes, and its academics are engaged in innovative research that informs policy and practice.

Courses in Gaelic

The University currently provides a broad range of courses relating to Gaelic language, culture, literature and Gaelic in education. Following the implementation of a major Curriculum Reform, the institution offers further opportunities for students across most undergraduate programmes to learn the language through two years of Sustained Study. This addition to degree programmes ensures that students undertake courses that expose them to a wider array of academic subjects in addition to those associated with their degree. One of the University’s core activities in providing Gaelic language instruction promotes Gaelic acquisition and adult learning: the University’s Gaelic Language Policy and Plan have these at their core.

Gaelic for beginners is one of the most popular language courses offered at the University of Aberdeen, with an average of 60 students enrolled annually in a first year beginners’ course (including a large number of international students). Since 2007, approximately five students have graduated annually with a degree in Gaelic. Many of the University’s Gaelic graduates have entered careers in the media, local government, Gaelic development, and education.

The University has made, and continues to make, significant contributions to Initial Teacher Education in both the primary and secondary sectors, and to Continued Professional Development for Gaelic teaching practitioners, as it seeks to address the national demand for Gaelic teachers by developing Professional Graduate Diploma in Education (PGDE) distance learning programmes. It has also developed a new degree in Gaelic with Education that is currently offered in partnership with the University of the Highlands and Islands.

The School of Language and Literature established and coordinated the University of Aberdeen’s first Gaelic Summer School in 2005 to provide Gaelic learners with the opportunity to practise and develop their linguistic skills in a traditional Gaelic-speaking community. Recently the initiative has developed to include students at other Scottish universities, and has benefited from both internal support and the support of the Scottish Funding Council and Bòrd na Gàidhlig.

The University’s Language Centre also offers evening courses for
adults that cater for all levels of ability. Students and staff are encouraged (through a small discount) to enrol in these courses.

Events and Community Activities

The University organises extracurricular activities available to students and the wider public. The Celtic Society, one of the oldest societies at the University (c. 1854), commonly organises ceilidhs and other social events. The Society was involved in the Aberdeen University Students’ Association’s Gaelic Motion, which encouraged greater provision for the Gaelic language. The Celtic Society has also assisted postgraduate researchers in Gaelic to organise a number of community projects funded by Bòrd na Gàidhlig’s Taic Freumhan Còimhearsnachd Scheme from 2009-11. The projects supported include Gaelic immersion weekends and The Gaelic Arts Project, a series of murals with Gaelic phrases designed by students from Gilcomstoun Primary School, Hazlehead Academy, and the University of Aberdeen, that are permanently displayed at Aberdeen Railway Station.

Many Gaelic events have featured in the University’s public engagement programming. The Word festival has, for example, seen the events including: a celebration of the poetry of Sorley MacLean, the launch of Finlay MacLeod’s novel Cormshuil an Righ, and the first Aberdeen exhibition of An Leabhar Mòr. Running parallel to the main Word programme, a children’s festival has also included well attended Gaelic-medium activities like story-telling and sports.

Academic colleagues at the University of Aberdeen also assist in coordinating conversation circles for students and staff in order to provide further opportunities to use Gaelic. In recent years, these events have been organised by students.

The North Atlantic Fiddle Convention, linked to the University’s Elphinstone Institute, includes Gaelic music in its events in the UK and abroad. The Convention combines a music festival with an academic conference that focuses on cultural exchange.

Research and Publications

The University of Aberdeen is the co-lead institution in the Soille Research Network that was
established to provide a much enhanced research capacity to inform public policy towards the maintenance and revitalisation of Gaelic language and culture. The University also publishes the leading journal in the field: Scottish Gaelic Studies.

The University is keen to collaborate with external members of the Gaelic community and in 2000 established the biennial Gaelic conference Rannsachadh na Gàidhlig, which was held in Aberdeen again in 2010. In addition, it regularly holds a post-graduate conference at which research relating to, and within the field of Gaelic language, is regularly presented.

The University also supports research through the medium of Gaelic. In addition to its involvement in various academic conferences where research is commonly presented in the language, Gaelic undergraduate and postgraduate students may submit their dissertations or theses in the language.

The University’s Research Institute of Irish and Scottish Studies also supports Gaelic. The Institute publishes a literary magazine, Causeway / Cabhsair, which frequently includes the poetry and short stories of established and developing Gaelic writers.

The University has a long history of research into Gaelic culture and language, with many distinguished Gaelic scholars having passed through as students or staff. Professor John Stuart Blackie studied at the University in the 1820s and was appointed Chair in Humanities in the 1830s. In the first half of the twentieth century, the late Professor Derick S. Thomson (Ruaireidh MacThòmais) and Iain Crichton Smith (Iain Mac a’ Ghobhaimh) studied at the University; Thomson later became the Head of the University’s Department of Celtic in 1956. In more recent years, the renowned Gaelic scholar and poet Professor Donald MacAulay was Reader in Celtic, and Professor Donald Meek held the first Chair in Celtic.

There are currently 3.75 FTE members of Gaelic teaching staff in the School of Language & Literature, in addition to a 0.6 FTE Gaelic Lecturer in the School of Education. The University’s Gaelic Development & Policy Officer supports Gaelic development across the institution at 0.5 FTE. Staff in these positions operate bilingually, regularly using Gaelic to communicate with students and other members of staff.
CHAPTER 2
Core Commitments
CHAPTER 2
Core Commitments

In its statutory Guidance on the Development of Gaelic Language Plans, Bòrd na Gàidhlig notes that creating the right environment for the use of Gaelic in public life is one of the key components of language regeneration.

The Bòrd has identified four core areas of service delivery that it wishes public bodies to address when preparing Gaelic Language Plans:

**Identity:** corporate identity, signage

**Communications:** reception, telephone, mail/e-mail, forms, public meetings, complaints procedures

**Publications:** public relations, media, printed material, websites, exhibitions

**Staffing:** training, language learning, recruitment, advertising

This section of the Plan details the University of Aberdeen’s core commitments in relation to the Bòrd’s Guidance on Development of Gaelic Language Plans.

**Implementation of the Scottish Government’s Strategic Objectives**

As part of our commitment to the development of a Gaelic Language Plan, the University of Aberdeen recognises that our Gaelic Language Plan must also reflect the Strategic Objectives established by The Scottish Government.

In preparing our Gaelic Language Plan we have considered how the commitments we have made assist in the implementation of these Strategic Objectives. Each commitment indicates which of the following Strategic Objectives will be assisted by their implementation.

The Strategic Objectives are linked to commitments through the inclusion of the relevant number from the list below.

1 **Wealthier & Fairer**: These objectives relate to the high-level national targets focussing on growth, productivity and participation. Among its goals include the provision of high-quality public services which are reflective of the community’s needs, and the desire to have a fair inclusive national identity.

2 **Smarter**: Included in the ‘smarter’ objectives is the commitment to ensure that the population is better educated and renowned for research and innovation.

3 **Healthier**: This objective includes ambitions that focus on providing the best opportunities for children to succeed, and helping residents to live longer, healthier lives.

4 **Safer & Stronger**: Population and solidarity are some of the high-level national targets associated with this Strategic Objective. Among its goals include the necessity for strong, responsible communities that strive to reduce crime.

5 **Greener**: This objective relates to sustainability. Among its goals includes the desire to protect and enhance the environment for future generations, and the reduction of local and global impact of consumption and production.
## Section 1 – Identity

**Rationale:** The presence of Gaelic in the corporate identity and signs of a public body greatly enhances the visibility of the language, increases its status and makes an important statement about how Gaelic is valued and how it is given recognition. Developing the use of Gaelic through signage can also enrich the vocabulary of Gaelic users, raise public awareness of the language and contribute to its development.

| The University of Aberdeen recognises the importance of extending the visibility of Gaelic and enhancing its status through inclusion in aspects of the corporate identity. |

### Corporate Identity

**Current Practice:** Gaelic does not currently feature in any major aspect of corporate identity. We have no guidance for the usage of Gaelic as part of the corporate identity (i.e. on the University homepage, in email disclaimers or on letterheads).

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<tr>
<th>Development Areas</th>
<th>Targets</th>
<th>Lead Section</th>
<th>Timescale</th>
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<tbody>
<tr>
<td>Logo</td>
<td>We will use a Gaelic-version of our logo on Gaelic-medium and bilingual materials, with equal respect given to English and Gaelic. Further, we will develop policy guidelines, based upon the principle of equal respect, for the appropriate use of the Gaelic logo throughout the University. As part of any future corporate rebranding exercise, we will consider the adoption of a bilingual logo, which will demonstrate equal respect for English and Gaelic, as part of the corporate identity. Any future decision to adopt a bilingual logo will be informed by appropriate research into the impact of bilingual identity on internationalisation and recruitment.</td>
<td>Marketing Communications DIT PPG</td>
<td>September 2013</td>
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</tbody>
</table>
| Website           | We will identify a small number of ‘key information’ pages for translation into Gaelic e.g. ‘About Us’. We will also commit to the provision of bilingual pages on Gaelic courses in the Schools of Education, and Language & Literature.  
[Note: School of Education website already has bilingual content.]  
We will also investigate the provision of appropriate static content to be made available in Gaelic on the University’s homepage. The amount of static content available in Gaelic will increase over the life of the Plan, and will demonstrate equal respect for English and Gaelic. | PPG Communications School of Education School of Language & Literature | September 2013 |
| Email Disclaimer  | We will develop a Gaelic version of the standard institutional email disclaimer, and render the standard institutional email disclaimer bilingual. | DIT | March 2013 |
| Email Addresses   | We will provide staff with the option to request a linked email account with a Gaelic alias, and will actively encourage staff to take up this option. | DIT | March 2013 |
| Email Signatures  | We will provide staff with an approved Gaelic version of the University address. We will also provide translations of the text used in institutional promotional signatures and a bilingual out of office message. We will actively encourage staff to take up this provision through promotion of our Gaelic Language Plan. | Marketing Communications | March 2013 |
| Letterheads       | We will provide an approved Gaelic version of the University letterhead, develop guidelines for its use based upon the principle of equal respect, and encourage staff to use it through promotion of the Gaelic Language Plan. | Marketing Communications | September 2013 |
| Business Cards    | We will provide an approved template for the production of bilingual Gaelic-English business cards based upon the principle of equal respect.  
[Note: the University already provides templates for the production of bilingual business cards in Arabic and Chinese which demonstrate equal respect for the languages by using a double-sided template.] | External Affairs | September 2013 |

**Relevant National Outcomes assisted:** 1
**Signage**

**Current Practice:** Although there is some Gaelic signage on campus, there is no consistent approach to the usage of such signage and no policy for the use of Gaelic on campus signage.

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<th>Development Areas</th>
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<th>Lead Section</th>
<th>Timescale</th>
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<tr>
<td><strong>Campus Signage</strong></td>
<td>We will identify a limited number of main campus signs to supplement with Gaelic content e.g. at major campus entry points. We will develop policy guidance, based upon the principle of equal respect for English and Gaelic; for the provision of appropriate bilingual campus and building signage. Replacement or renewal will be on a case-by-case basis.</td>
<td>Estates Marketing</td>
<td>Initial signs to be in place by December 2013; Guidance by September 2013</td>
</tr>
<tr>
<td><strong>Building Signage</strong></td>
<td>We will identify appropriate building signage to supplement and / or replace. Replacement or renewal will be on a case-by-case basis.</td>
<td>Estates Marketing</td>
<td>First signs to be in place by December 2013</td>
</tr>
<tr>
<td><strong>AUSA Signage</strong></td>
<td>We will encourage and support the Aberdeen University Students’ Association in implementing internal and external bilingual signage in line with its 2010 Gaelic Motion.</td>
<td>PPG</td>
<td>Autumn 2012 and beyond; [Signs installed in Autumn 2012]</td>
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*Relevant National Outcomes assisted: 1*
Section 2 – Communications

Rationale: The use of Gaelic at the initial point of contact that members of the public have with a public body increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, it also creates opportunities for its practical use and encourages members of the public to use Gaelic in subsequent dealings with the public body.

The use of Gaelic in interactions with the authority by mail, e-mail and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is possible and welcome. The presence of Gaelic in a wide range of bilingual and Gaelic-only forms can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic versions of forms, applications and similar documents can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology, thus helping the development of the language itself.

The University of Aberdeen recognises the importance of creating opportunities for the use of Gaelic in a wide range of everyday situations and is committed to increasing its level of provision in this area. We recognise, however, that such provision will by necessity be proportionate. In all Gaelic communications, the University will adhere to guidance in Gaelic Orthographical Conventions and Aínmean-Áite na h-Alba.

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<tr>
<th>Gaelic Queries</th>
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<tr>
<td><strong>Development Areas</strong></td>
<td><strong>Targets</strong></td>
<td><strong>Lead Section</strong></td>
<td><strong>Timescale</strong></td>
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<tr>
<td><strong>Telephone Queries</strong></td>
<td>We will provide reception staff and School Offices with a list of Gaelic speakers who can assist in the handling of any Gaelic language enquiries and will establish a protocol for the handling of Gaelic language queries.</td>
<td>PPG Communications Marketing</td>
<td>April 2013</td>
</tr>
<tr>
<td><strong>Email Queries</strong></td>
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<tr>
<td><strong>Reception</strong></td>
<td>Where formal institutional correspondence (i.e. to the Principal, University Secretary or Senior Vice-Principal) is received in Gaelic, we will acknowledge receipt in Gaelic and endeavour to provide a detailed response in Gaelic. The response time for formal letters in Gaelic will be the same as that for formal letters received in English.</td>
<td>PPG Communications</td>
<td>Immediately</td>
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<td><strong>Formal Correspondence</strong></td>
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<td><strong>Forms</strong></td>
<td>We will formalise the practice of providing the further particulars and person specification information in Gaelic for posts where Gaelic language is a requirement (as set out in Section 4).</td>
<td>HR</td>
<td>March 2013</td>
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<td>We will also conduct an audit of institutional forms to identify high profile forms which may be rendered bilingual. The forms which this audit identifies will be produced in a way that ensures equal respect for Gaelic and English, and they will be actively offered.</td>
<td>PPG</td>
<td>February 2014</td>
</tr>
<tr>
<td><strong>Public Meetings</strong></td>
<td>We will advocate and formally propose the inclusion of a Gaelic language element in our graduation ceremonies.</td>
<td>Registry PPG Communications</td>
<td>July 2013 ceremonies</td>
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<td></td>
<td>We will increase the number of events related to Gaelic studies in our programme of events.</td>
<td>Special Collections Events and Programming Group</td>
<td>A relevant exhibition to be held by 2017</td>
</tr>
<tr>
<td></td>
<td>We will also introduce bilingual or Gaelic-related exhibitions in our Programme of Events.</td>
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<tr>
<td><strong>Complaints Procedures</strong></td>
<td>Where a formal complaint is made in Gaelic, we will provide an initial acknowledgement in Gaelic. The response time will be in accordance with standard practice for complaints made in English.</td>
<td>PPG</td>
<td>Immediately</td>
</tr>
</tbody>
</table>

Relevant National Outcomes assisted: 1
Section 3 – Publications

Rationale: The use of Gaelic in a range of printed material can assist Gaelic development in a variety of ways. It helps increase the visibility of the language, it enhances Gaelic’s status by being used in high profile publications, and it can help develop new and enhance existing terminology. The use of Gaelic in the media helps demonstrate a public organisation’s commitment to making important information available through the medium of Gaelic, as well as enhancing the visibility and status of the language. As more people access information about public bodies through their websites, making provision for the use of Gaelic can significantly enhance the status and visibility of the language.

The University of Aberdeen is committed to increasing the use of Gaelic in its public communications, in particular where the subject matter is of most interest to the general public or relates specifically to Gaelic issues.

Public Relations and Media

Current Practice: None of our press releases, publications or institutional marketing materials are currently produced in Gaelic.

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<tr>
<th>Development Areas</th>
<th>Targets</th>
<th>Lead Section</th>
<th>Timescale</th>
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</thead>
</table>
| Press Releases    | We will produce bilingual press releases where:  
|                   | &gt; content covers geographical areas where there is  
|                   | local Gaelic media to cover the story  
|                   | OR  
|                   | &gt; a Gaelic-speaker can be identified to discuss the  
|                   | subject in Gaelic  
|                   | We will also revise our press distribution lists to include  
|                   | Gaelic-media; for example, all press releases will be  
|                   | distributed to BBC Alba.  
|                   | We will establish, as part of our database of academic  
|                   | experts, a database of Gaelic-speaking experts [see  
|                   | training below] and will continue to provide a Gaelic-  
|                   | speaker when required for media interview.  
|                   | We will use internal publications (e.g. Staff News) to  
|                   | promote the GLP and the work of the GLPAQ.  
|                   | We will continue to interview Gaelic graduates as part  
|                   | of our coverage of graduation ceremonies. We will also  
|                   | increase the volume and use of this coverage in internal  
|                   | publications and in supporting the promotion of other  
|                   | Gaelic language initiatives in the Plan.  
|                   | Communications  
|                   | PPG  
|                   | June 2013  
|                   | Distribution list by October 2012 [completed]  
|                   | BBC Alba releases to begin by March 2013  
|                   | Database to be produced by April 2013  
|                   | Baseline for internal coverage =2012/13; increase  
|                   | over life of Plan |
| Institutional Marketing | We will provide bilingual promotional materials for all of  
| | our programmes in Gaelic and Initial Teacher Education  
| | with Gaelic. Where appropriate, these materials will  
| | highlight the awards, scholarships and grants available  
| | for undergraduate and postgraduate students.  
| | We will include a range of bilingual marketing materials  
| | to accompany recruitment visits in Scotland. The  
| | materials will demonstrate equal respect for Gaelic and  
| | English.  
| | Marketing  
| | Student Recruitment  
| | CASS  
| | December 2013 |
| Publications | We will undertake an audit of major institutional  
| publications (e.g. prospectus) and develop a policy, based  
| upon equal respect for English and Gaelic, for the  
| inclusion of Gaelic in institutional publications.  
| | PPG  
| | Audit to be undertaken by Spring 2013; Policy in place by  
| | December 2013 |
| | We will encourage and assist the student body to  
| | provide regular Gaelic language features in the student  
| | newspaper Glaiste and other student publications.  
| | AUSA  
| | Immediately |
| Website | We will provide bilingual web pages for the Gaelic  
| Language Plan and from which to promote awareness of the  
| GLPAQ.  
| | PPG  
| | Immediately; thereafter to be updated quarterly or as  
| | appropriate |

Relevant National Outcomes assisted: 1
Section 4 – Staffing

Rationale: In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning for staff helps promote adult Gaelic learning and promotes Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is a designated skill will contribute greatly to the status of the language and to identifying it as a positive skill to acquire.

The use of Gaelic in advertising also helps recognise that Gaelic should be used in public life and that Gaelic users have an important role to play within a public organisation. Whatever the level of Gaelic skills required it is important that public bodies ensure that Gaelic is a genuine occupational requirement. Authorities should adopt and apply objective criteria to ensure appointments are made in each case on a fair and consistent basis, and reflect the identified skills needs of the post.

The University of Aberdeen recognises the importance of providing opportunities for staff to learn Gaelic as part of their personal and professional development. We recognise the need to identify situations in which the use of Gaelic is essential or desirable. The University of Aberdeen also recognises the importance of enabling staff to develop their Gaelic skills if they wish to do so.

<table>
<thead>
<tr>
<th>Staff Development</th>
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<tbody>
<tr>
<td><strong>Current Practice:</strong> The University currently has a formal practice for the provision of training or language acquisition for staff. This practice covers all languages and courses offered, including Gaelic. Staff members can undertake courses, usually with costs met by the University, with the agreement of their Head of School.</td>
</tr>
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<tr>
<th>Development Areas</th>
<th>Targets</th>
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</table>
| **Training**      | It is impractical to commit to the provision of all centralised training in Gaelic. However, we will identify the training required to promote the development of our Gaelic-speaking staff (e.g. we will provide media training for Gaelic-speaking staff) [see above], and will, as set out below, enhance promotion of the freely available Gaelic language courses for staff. Priority for training will be given to any member of staff expressing an interest or ability in Gaelic as identified through the Gaelic language staff audit. We will also provide biannual Gaelic awareness seminar for staff. | HR
|                   |         | Colleges     | June 2013 |
|                   |         | Communications | November 2012 | [First session held in November 2012] |
|                   |         | Gaelic Agencies |           |
| **Language Learning** | We will improve promotion of opportunities for all staff to undertake Gaelic language courses (which are already freely available to staff) and will encourage staff to take advantage of these to acquire or gain further proficiency in the language. We will ensure that priority is given to any reception or telephone desk staff. We will identify, in collaboration with other public sector organisations, the demand for language learning among our staff and will in turn work other agencies, including Gaelic language tuition organisations, to address that demand. We will undertake a full audit of the level of Gaelic language skills among University staff through surveys. We will work with the Student Association (AUSA) to undertake a linguistic audit with students. (See also Chapter 3 Development Area: Student Support). | CASS
|                   |         | Language Centre | Autumn 2012 |
|                   |         | Gaelic Agencies | [Communications began in Autumn 2012] |
|                   |         | Aberdeen City Council | Where demand exists, new joint provision from 2014. |
|                   |         | PPG with DIT | March 2013; thereafter every two years |
|                   |         | PPG with DIT | May 2013; thereafter annually |
|                   |         | Registry | |
|                   |         | AUSA | |

Relevant National Outcomes assisted: 1, 2

The University of Aberdeen recognises that Gaelic is an integral part of Scotland’s heritage, national identity, and cultural life.
### Recruitment & Advertising

**Current Practice:** No current policy or procedure on the handling of applications in Gaelic.

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<tr>
<th>Development Areas</th>
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<th>Lead Section</th>
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<tbody>
<tr>
<td>Advertising</td>
<td>All posts where Gaelic language is an essential requirement will be advertised bilingually. The advertisement will include notice of the University’s Gaelic Language Plan which will notify applicants that they may submit queries about the post in Gaelic. Applicants will also be informed that bilingual CVs may be submitted with applications. Where Gaelic is a desirable element, clear reference to this will be included in the advertisement. We will also develop criteria to be used when determining posts as Gaelic-essential or desirable.</td>
<td>HR</td>
<td>March 2013</td>
</tr>
<tr>
<td>Recruitment</td>
<td>All posts where Gaelic language is an essential requirement will include a Gaelic-speaker on the interview panel.</td>
<td>HR</td>
<td>Immediately</td>
</tr>
</tbody>
</table>

*Note: This provision is common practice at the University, but will be formalised.*

**Relevant National Outcomes assisted:** 1
CHAPTER 3
Policy Implications for Gaelic: Implementation of the National Plan for Gaelic
CHAPTER 3

Policy Implications for Gaelic: Implementation of the National Plan for Gaelic

Policy implications for Gaelic

The University of Aberdeen recognises that the various priority areas identified in the National Plan for Gaelic will be primarily implemented through our Gaelic Language Plan, but that opportunities will arise to promote and develop the language through existing policy measures.

Alongside our core commitments and those made below, the University will examine current policy commitments to identify areas where Gaelic can be pro-actively incorporated and the priorities of the National Plan for Gaelic addressed through additional methods. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland.

In the formation, renewal and monitoring of policies, the University will ensure that the impacts on Gaelic will be in line with the National Plan for Gaelic.

Overview and commitment to the National Plan for Gaelic

The National Gaelic Language Plan identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of priority action areas.

The University of Aberdeen is committed to doing its part to support the implementation of the National Plan for Gaelic.

In this section we set out our rationale under each of the four aspects and in the associated table we provide examples of how we intend to achieve those aims:

1. Language Acquisition

The National Plan for Gaelic aims to increase the number of Gaelic speakers by ensuring the language is transferred within families and by securing effective opportunities for learning Gaelic, through:

- increasing the use and transmission of Gaelic in the home
- increasing the number of children acquiring Gaelic in the school
- increasing the uptake and availability of Gaelic-medium education
- increasing the number of adult Gaelic learners progressing to fluency.

The University of Aberdeen recognises that a sustainable future for Gaelic requires more people to learn the language and that attention requires to be focused on the home, education and adult learning as the key means of achieving this.

2. Language Usage

Encouraging greater use of Gaelic, providing opportunities to use the language, and promoting access to Gaelic forms of expression, through:

- increasing the use of Gaelic in communities
- increasing the use of Gaelic across education sectors and places of work
- increasing the presence of Gaelic in the media
- increasing the promotion of Gaelic in the arts
- increasing the profile of Gaelic in the tourism, heritage and recreation sectors.

The University of Aberdeen recognises that creating a sustainable future for Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We recognise the importance of enabling more people to use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

3. Language Status

Increasing the visibility and audibility of Gaelic; enhancing its recognition and creating a positive image for Gaelic in Scottish public life, through:

- increasing the number of bodies preparing Gaelic Language Plans
- increasing the profile and prestige of Gaelic
- increasing the visibility and recognition of Gaelic.

The University of Aberdeen recognises that the status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions that play an important role in our daily lives.

4. Language Corpus

Strengthening the relevance and consistency of Gaelic and promoting research into the language, through:

- increasing the relevance and consistency of the Gaelic language
- increasing the quality and accessibility of Gaelic translations
- increasing the availability of accurate research information.

The University of Aberdeen recognises the need to strengthen the relevance and consistency of Gaelic, the importance of facilitating translation services and to promote research into the language. It has established a Gaelic operational budget which will support the translation of large or high-profile documents, whilst smaller-scale or less formal documents will be translated in house by the Gaelic Development & Policy Officer.

In order to contribute to the delivery of these wide-ranging commitments, we will take the following steps to help create a supportive environment in which Gaelic Language Acquisition, Usage, Status and Corpus can all be enhanced and by so doing to support Gaelic and Gaelic speakers.
## CURRICULUM AND POLICY COMMITMENTS

### Development Area: Postgraduate / Research Activity

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<th>Action</th>
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<tbody>
<tr>
<td><strong>Public Engagement with Research/University Events:</strong> We will work, through our public engagement programme, to identify appropriate research areas for public discussion relating to Gaelic Studies or the University’s Gaelic Language Plan. These will build on existing Gaelic themes within University research and events, will benefit from the thematic and geographic expansions of our other community programmes, and will help bring awareness of our Gaelic language commitments to a wider audience. <strong>Supports:</strong> Status</td>
<td>Embed discussion of Gaelic and its role in the community, and highlight relevant research areas, through our public engagement programme. These may also be potential, through partnership, to further our reach into remote and rural communities.</td>
<td>University Advisory Group On Public Engagement Communications</td>
<td>Programme of events for 2013 and beyond</td>
</tr>
<tr>
<td><strong>Training:</strong> We will work within the Soillse Research Network to explore the development of postgraduate training in Language Planning and Policy. <strong>Supports:</strong> Status</td>
<td>Increase the availability of language planning and policy education by collaborating with network partners to introduce a specialised degree in this subject.</td>
<td>School of Language &amp; Literature</td>
<td>Programme available by 2017 subject to agreement and commitment by other partner organisations</td>
</tr>
<tr>
<td><strong>Support:</strong> We will encourage and enable colleagues to undertake research leave. <strong>Supports:</strong> Corpus, Status</td>
<td>Maintain the level of research output by continuing to assist staff with research grant applications and other support, where possible.</td>
<td>CASS</td>
<td>Immediately</td>
</tr>
<tr>
<td><strong>Staff Levels &amp; Excellence in Research:</strong> We will explore the possibility of reintroducing a senior position within Gaelic in order to assist career progression, strengthen the University’s status and profile in Gaelic research, and diversify the courses available in this field. We will also commit to maintaining staff levels to deliver high-quality research and instruction across the fields of Gaelic and Education, and increase staff levels in line with demand. <strong>Supports:</strong> Acquisition, Corpus, Status</td>
<td>Investigate funding options, including through the University’s international scholars campaign, with a view to reintroducing the position of Chair of Gaelic (formerly Chair of Celtic). Maintain staff levels in Gaelic and Education in order to deliver necessary courses and commitments with regard to Gaelic in line with demand.</td>
<td>CASS Development Trust</td>
<td>Re-establish this post once suitable funding is confirmed</td>
</tr>
<tr>
<td><strong>Funding:</strong> We will actively seek funding to promote and enable research in Gaelic education, and actively encourage research in Gaelic medium and Gaelic learners’ education. <strong>Supports:</strong> Acquisition</td>
<td>Facilitate research in Gaelic education.</td>
<td>School of Education</td>
<td>Annually beginning Academic Year 2012/13</td>
</tr>
<tr>
<td><strong>Research:</strong> Through our participation in the Soillse Research Network, we will address the need for research into current Gaelic policies which will influence future implementation and practice. <strong>Supports:</strong> Acquisition, Corpus, Status, Usage</td>
<td>Investigate Gaelic policy and practice with the view to inform future public policy and practice.</td>
<td>School of Language &amp; Literature</td>
<td>Throughout the life of the Soillse Network</td>
</tr>
<tr>
<td><strong>Assessment:</strong> We will formalise the practice of allowing students to present their research in Gaelic where possible. <strong>Supports:</strong> Usage</td>
<td>Formalise and promote this option for students studying in the Department of Gaelic. Consider the wider viability and applicability of this option in other academic areas.</td>
<td>School of Language &amp; Literature</td>
<td>June 2013 (Gaelic)</td>
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The University of Aberdeen recognises that a sustainable future for Gaelic requires more people to learn the language.
## Development Area: Undergraduate Teaching

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<th>Action</th>
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<tr>
<td><strong>Sustained Study</strong>: We will increase the promotion of Gaelic language learning opportunities available as part of our Curriculum Reform process with the aim of increasing student numbers on Gaelic courses. &lt;br&gt; We will develop promotional material to highlight Gaelic as an option for students of all linguistic abilities, and promote the career options available to them through this study, with a particular focus on teaching. Information about Gaelic as a Sustained Study option will also be provided to Advisers of Studies. &lt;br&gt; <strong>Supports: Acquisition</strong></td>
<td>Increase annually the numbers enrolled in Gaelic through Sustained Study through wider promotion of the opportunity at Open Days and Freshers’ Week. Develop Gaelic through Sustained Study information to be distributed to Advisers of Studies.</td>
<td>CASS Registry</td>
<td>Baseline = 2011/12 Increase by 5% annually during the life of the Plan Academic Year 2013/14</td>
</tr>
<tr>
<td><strong>Gaelic for Medical Students</strong>: We will explore the introduction of additional Gaelic options for Medical Humanities students, including a Gaelic cultural option, and the exploration of a new six-week Gaelic course for learners. &lt;br&gt; <strong>Supports: Acquisition</strong></td>
<td>Identify other courses to offer to Medical Humanities students from the existing catalogue of courses; explore funding options for a Gaelic beginners’ course for Medical Humanities students.</td>
<td>CASS</td>
<td>Additional Culture Course advertised in May 2013 Introduce Gaelic for beginners’ course once funding is obtained</td>
</tr>
<tr>
<td><strong>Recruitment to Gaelic Courses</strong>: We will work with Student Recruitment to increase the number of students enrolled in Gaelic courses through active promotion of Gaelic options. &lt;br&gt; We will work with schools throughout the North-East of Scotland and the Highlands and Islands to deliver Gaelic Open Days that will promote Gaelic Studies and the career opportunities available. &lt;br&gt; We will also ensure that the University is represented at key Gaelic events and festivals to promote its Gaelic degrees and courses. &lt;br&gt; <strong>Supports: Acquisition</strong></td>
<td>We will aim to increase recruitment to Gaelic language courses annually by holding Open Day seminars with secondary schools and by attending relevant Gaelic events and festivals (e.g. The Royal National Mòd).</td>
<td>CASS Careers Student Recruitment</td>
<td>Baseline = 2011/12 Improve by 5% annually during the life of the Plan</td>
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### Development Area: Adult Learning / Widening Participation

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<tr>
<td><strong>Gaelic Language Activities:</strong> We will improve the provision of Gaelic language activities, such as Gaelic conversation circles, across the institution and in Aberdeen through the development of additional, well co-ordinated activities with the cooperation of other Gaelic agencies and local interest groups. We will also improve the promotion of these activities through internal communications, and through our work with local interest groups.</td>
<td>To increase participation in these events.</td>
<td>Language Centre School of Language &amp; Literature PPG Events Communications Gaelic agencies Aberdeen City Council Aberdeenshire Council</td>
<td>Baseline 2011/12 Improve by 5% annually during the life of the Plan</td>
</tr>
<tr>
<td><strong>Gaelic Summer School:</strong> As part of the development of our Gaelic language commitments, we will explore the development of a weeklong summer school for students, staff, and the wider public. This school will be modelled on the National Summer School for Gaelic, which is offered to students doing a degree in Gaelic, but will widen the opportunities for others learning Gaelic to participate in a similar event.</td>
<td>Establish a working group responsible for the organisation and exploring funding options for this initiative.</td>
<td>School of Language &amp; Literature PPG Gaelic Agencies Aberdeen City Council Other institutions</td>
<td>Working Group: May 2013 Initiative to be offered subject to funding</td>
</tr>
<tr>
<td><strong>Immersion Weekends:</strong> We will improve the promotion of these events by working with other local groups and Gaelic agencies with the intention to attract new participants. The collaboration will ensure that there is sufficient demand for these events to be run annually.</td>
<td></td>
<td></td>
<td>September 2013</td>
</tr>
<tr>
<td><strong>Staff Learning:</strong> We will raise staff awareness of opportunities to acquire or develop Gaelic language skills. We will develop a strategy to offer Gaelic courses as part of staff Continuing Personal Development (CPD). [Note: See also Section 4.]</td>
<td>Increase the number of staff undertaking such courses</td>
<td>Colleges Language Centre HR Communications</td>
<td>Baseline: 2011/12 Improve enrolment annually by 5% during the life of the Plan Gaelic in CPD available in August 2014.</td>
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### Development Area: Initial Teacher Education / Gaelic Language Education

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<th>Action</th>
<th>Targets</th>
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<tbody>
<tr>
<td><strong>Initial Teacher Education:</strong> We will monitor the uptake of places on Gaelic education degrees. We will promote teaching opportunities in our school Open Days for Gaelic and will provide literature about careers in teaching Gaelic.</td>
<td>Monitor the intake for these places and develop careers promotional material to be used in Open Days and other relative events, with the view to increase intake on Gaelic teaching courses.</td>
<td>School of Education Careers Student Recruitment</td>
<td>First materials to be developed for Spring 2013 and added to thereafter Annual monitoring of Gaelic education places accepted</td>
</tr>
<tr>
<td><strong>Education students:</strong> We will actively promote Gaelic and language education in the curriculum to all incoming students by including a seminar on minority languages in education during their initial introduction seminars.</td>
<td>Increase awareness about education and literacy with Gaelic with regard to the Curriculum for Excellence.</td>
<td>School of Education</td>
<td>Beginning August 2012 [First session held in January 2013]</td>
</tr>
<tr>
<td><strong>CPD with Gaelic:</strong> We will undertake an audit of the existing CPD provision across Scotland and promote our links with other Universities, such as UHI, to increase intake on these courses. We will actively promote teaching opportunities in Gaelic for Learners in the Primary School (GLPS) to individuals who are not comfortable or able to consider teaching in Gaelic medium education.</td>
<td>Increase the number of teachers enrolled in CPD courses.</td>
<td>School of Education UHI</td>
<td>Audit by January 2014 Baseline: 2013 Increase intake by 5% per annum thereafter during the life of the Plan</td>
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We are delighted to be one of only two universities in Scotland to offer primary and secondary teacher education provision in Gaelic.
### Development Area: Student Support

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<tr>
<td><strong>Student Advice:</strong> We will establish the demand for offering incoming students the opportunity to have a Gaelic-speaking Advisor of Studies and/or Personal Tutor, and create a policy for this service.</td>
<td>Short-term target is to implement this for students in Gaelic or Initial Teacher Education with Gaelic.</td>
<td>Academic Affairs School of Language &amp; Literature School of Education</td>
<td>September 2013</td>
</tr>
<tr>
<td>[Note: this already happens informally but could it be rolled out more widely] <strong>Supports: Status, Usage</strong></td>
<td>Long-term target is to roll this out to students in any discipline where possible.</td>
<td>Academic Affairs</td>
<td>September 2014</td>
</tr>
<tr>
<td><strong>AUSA:</strong> We will encourage and support AUSA in drafting and implementing its Gaelic Language Plan in line with its 2010 Gaelic Motion. <strong>Supports: Acquisition, Corpus, Status, Usage</strong></td>
<td>Assist AUSA in the development and delivery of its GLP</td>
<td>PPG</td>
<td>June 2012 and beyond [AUSA bilingual signage installed in Autumn 2012]</td>
</tr>
<tr>
<td><strong>Identifying Gaelic Speaking Applicants:</strong> We will investigate how to gather information from applicants as to their linguistic ability. This is a pre-requisite for the delivery of any additional support for incoming Gaelic speaking students and is, therefore, a priority. <strong>Supports: Usage</strong></td>
<td>Introduce a procedure that allows us to gather this information prior to a student embarking on their degree programme.</td>
<td>Academic Affairs Student Recruitment and Admissions AUSA</td>
<td>June 2013</td>
</tr>
<tr>
<td><strong>Gaelic Awards:</strong> We will introduce a Gaelic STAR award as part of our existing institutional scheme which recognises the development of skills and attributes outside of the classroom. <strong>Supports: Status</strong></td>
<td>Introduce a Gaelic STAR award.</td>
<td>Careers</td>
<td>Autumn 2014</td>
</tr>
<tr>
<td><strong>Fresher Induction:</strong> We will improve awareness of institutional Gaelic language commitments across the student population with support from Gaelic agencies. <strong>Supports: Acquisition, Status, Usage</strong></td>
<td>All students to receive, as part of induction, a bilingual statement from the University outlining its Gaelic language commitments and information about studying Gaelic at the University in their information packs.</td>
<td>Student Affairs Gaelic Agencies AUSA</td>
<td>September 2013; thereafter annually</td>
</tr>
<tr>
<td><strong>Support for Incoming Gaelic Speakers:</strong> We will ensure that all students who have declared Gaelic ability (or willingness to learn) are provided with additional bilingual content in their Freshers’ Welcome Pack. This will include relevant information on Gaelic (e.g. Gaelic language web resources; courses available and other learning opportunities; extra-curricular activities; University societies and external agencies). <strong>Supports: Acquisition, Status, Usage</strong></td>
<td>The inclusion of substantially enhanced Gaelic language content as part of induction packs.</td>
<td>Student Recruitment and Admissions Student Affairs</td>
<td>September 2014</td>
</tr>
<tr>
<td><strong>Accommodation:</strong> We will develop a policy to offer students living in University accommodation the opportunity to request that they reside alongside other Gaelic language speakers in Halls of residence. We will also explore the introduction of a Gaelic Residential Scheme, similar to that offered at the University of Glasgow, where students receive discounted accommodation in return for undertaking Gaelic ambassadorial roles for the University. <strong>Supports: Status, Usage</strong></td>
<td>The introduction of this arrangement.</td>
<td>Student Affairs Student Recruitment</td>
<td>September 2015</td>
</tr>
<tr>
<td><strong>Gaelic Careers:</strong> We will advertise Gaelic posts to all students via our online portal. We will improve the promotion of Gaelic careers schemes such as Graise Ghaeilchais and Sgeama Ceumnuachaidh by highlighting these in Careers services information. We will ensure that Gaelic careers information, as developed by other Gaelic agencies, is available at the Careers office. As part of our commitment to increase recruitment to Gaelic courses, we will also add to the existing literature on Gaelic careers with bilingual Institution specific information (see Undergraduate Teaching section). <strong>Supports: Status, Usage</strong></td>
<td>The introduction of this arrangement. The development of appropriate careers materials.</td>
<td>Careers</td>
<td>Information on careers made available by March 2013 Schemes advertised annually (next round 2013) Development of additional bilingual materials by December 2013</td>
</tr>
<tr>
<td><strong>Gaelic Common Room:</strong> Where space and timetabling permits, we will provide a dedicated ‘Gaelic’ language common room on campus for staff and students. Details of the venue (or its Gaelic-hours) will be promoted through internal communications. <strong>Supports: Usage</strong></td>
<td>Provide a Gaelic –speaking area for staff and students to use for Gaelic activities (e.g. conversation hour).</td>
<td>CASS / School of Language &amp; Literature</td>
<td>September 2013</td>
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</table>
**Development Area: Community Involvement**

<table>
<thead>
<tr>
<th>Action</th>
<th>Targets</th>
<th>Lead Section</th>
<th>Timescale</th>
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<tr>
<td><strong>Understanding the Internal Community:</strong> We will undertake a survey of staff and student attitudes towards and linguistic ability in and desire to learn Gaelic. <em>Supports: Acquisition, Status, Usage</em></td>
<td>Undertake institutional survey.</td>
<td>PPG with DIT AUSA</td>
<td>Academic Year 2012/13</td>
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<tr>
<td>Follow-up survey conducted for staff and students.</td>
<td>PPG with DIT AUSA</td>
<td>Every Two Years (staff) / annually (students)</td>
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<td><strong>Activity Audit:</strong> We will undertake a full audit of current Gaelic activity including numbers and categories of participants (e.g. staff, student, public) on language courses; availability of Gaelic language materials; listing of extra-curricular Gaelic activities and outreach events; University representation on external Gaelic bodies. The results of this audit will form the baseline figures against which to gauge the success of other commitments. <em>Supports: Acquisition, Status, Usage</em></td>
<td>Report on these activities annually through GLPAG to UMG.</td>
<td>PPG Gaelic Education Advisory Group (Aberdeen)</td>
<td>February 2013</td>
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<td><strong>Education Co-ordination:</strong> We will work with education providers (e.g. Gilcomstoun Primary School and Hazlehead Academy) to provide a seamless approach to Gaelic medium education. A Gaelic Studies Open Day will showcase the opportunity for Gaelic language instruction at all levels of education in Aberdeen. We will aim to maximise the impact of this event by, for example, offering careers advice and working with other partners to demonstrate the opportunities for students to use Gaelic on campus and across Aberdeen. <em>Supports: Acquisition, Status, Usage</em></td>
<td>Introduce a joint Gaelic Studies Open Day and create appropriate promotional and recruitment materials.</td>
<td>PPO with Gilcomstoun Primary Hazlehead Academy Aberdeen City Council Aberdeenshire Council Aberdeen Gaelic Education Advisory Group + School of Language &amp; Literature Student Recruitment Careers</td>
<td>First materials to be available by April 2013 and thereafter added to annually First Gaelic Studies Open Day to run by December 2013.</td>
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<td><strong>Civic Facilitation:</strong> We will participate in the effort to reconfigure and re-energise Aberdeen’s Gaelic Education Advisory Group, and ensure that its remit and membership reflects the wider concerns of the city in line with Gaelic Language Planning. Among the group’s first tasks will be the production of a co-ordinated timetable of events across the region. <em>Supports: Acquisition, Status, Usage</em></td>
<td>Encourage / facilitate civic discussion (sharing responsibility with Aberdeen City Council). Offer to host regular meetings (Quarterly).</td>
<td>PPO with Aberdeen City Council Aberdeenshire Council</td>
<td>Work with partners to re-establish Advisory Group by March 2013 First co-ordinated timetable to be produced by September 2013</td>
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<td><strong>Sector Collaboration:</strong> We will work in close co-operation with other Universities involved in Gaelic Planning to ensure that all opportunities are taken to support the development of cross-sector Gaelic language initiatives and to secure consistency across language usage. <em>Supports: Corpus</em></td>
<td>Establish a sector wide Gaelic Language Planning Group.</td>
<td>PPO with Universities SFC</td>
<td>Establish formal working group by Spring 2013</td>
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Gàidhlig
CHAPTER 4
Implementation and Monitoring
CHAPTER 3
Implementation and Monitoring

Timetable
This Gaelic Language Plan will remain in force for a period of 5 years from its date of approval or until a new Plan is put in place.

In Chapter 2 – Core Commitments and Chapter 3 – Policy Implications for Gaelic, we have set out the individual target dates for when we expect to implement specific commitments.

Publicising the Plan
The University of Aberdeen’s Gaelic Language Plan will be published bilingually on our website. In addition, we shall:

> issue a press release announcing the Plan;
> make copies of the Plan available in our public offices and reception areas;
> make the Plan known to employees via internal communications systems;
> distribute copies of the Plan to non-departmental public bodies and agencies, agents and contractors;
> distribute copies of the Plan to Gaelic organisations;
> distribute copies of the Plan to other interested bodies; and

> make copies available on request.

Administrative arrangements for implementing the Gaelic Language Plan
This Plan is the policy of the University of Aberdeen and it was endorsed by the University Court on 26 March 2013.

Overall Responsibility
The University Principal will be responsible for ensuring that the University of Aberdeen delivers on the commitments set out in this Plan.

Individual Staff members
The University of Aberdeen staff will be informed of their involvement in Gaelic Language Plan actions and activities through the work of the Gaelic Language Plan Advisory Group and the Gaelic Development and Policy Officer to ensure that the timescales are adhered to. Please see the ‘Contact Details’ section of the Plan on the final page for details of lead officers.

Services delivered by third parties
The University of Aberdeen will ensure that those who deliver services or goods on our behalf adhere to the Gaelic Language Plan through guidelines on requirements provided either on their appointment to the University or through the University of Aberdeen’s website. These principles will also be reflected in contract agreements with third-party service providers.

Informing other organisations of the Plan
The University of Aberdeen will ensure that its Gaelic Language Plan is made publicly available, including through publication on the University website. As part of our communication of the Gaelic Language Plan, we will issue a press release outlining the initiative once the Plan is formally approved.

Resourcing the Plan
The University of Aberdeen funds the activities outlined in this Plan with support from Bòrd na Gàidhlig. It is envisaged that the University will endeavour to integrate its Gaelic activities further.

Monitoring the implementation of the Plan
The University of Aberdeen has established a Gaelic Language Plan Advisory Group under the convenership of a Vice-Principal. This Group will be responsible for monitoring the implementation of the Plan and for reporting internally to the University Management Group and externally to Bòrd na Gàidhlig, on an annual basis, on progress made against the commitments it contains. The Group will meet at least quarterly and more frequently as and when required.
Contact details

The senior officer with operational responsibility for overseeing preparation, delivery and monitoring of the University of Aberdeen’s Gaelic Language Plan is:

**Ms Jennifer Sewel**  
Director of Policy, Planning & Governance  
Policy, Planning & Governance  
University of Aberdeen  
University Office  
King’s College  
Aberdeen  
AB24 3FX

Tel: 01224 272016  
Email: jennifer.sewel@abdn.ac.uk

Queries about the day-to-day operation of the Plan should be addressed to:

**Ms Ashley Powell**  
Gaelic Development & Policy Officer  
Policy, Planning & Governance  
University of Aberdeen  
University Office  
King’s College  
Aberdeen  
AB24 3FX

Tel: 01224 273846  
Email: a.powell@abdn.ac.uk
### Glossary and Abbreviations

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AUSA</td>
<td>Aberdeen University Students’ Association</td>
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<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
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<tr>
<td>Bòrd na Gàidhlig/BnaG</td>
<td>National public body with responsibility for preservation of Gaelic</td>
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<td>CASS</td>
<td>College of Arts and Social Sciences</td>
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<td>Cli</td>
<td>The Gaelic Learners’ Organisation</td>
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<tr>
<td>Comunn na Gàidhlig/CnaG</td>
<td>National Support Agency for Gaelic</td>
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<tr>
<td>Comann nam Pàrant/CnP</td>
<td>The National Gaelic Medium Parents’ Organisation</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<td>DIT</td>
<td>Directorate of Information Technology</td>
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<tr>
<td>Fèisean</td>
<td>Gaelic arts tuition festivals</td>
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<td>GLPAG</td>
<td>Gaelic Language Plan Advisory Group</td>
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<td>GLPS</td>
<td>Gaelic for Learners in Primary School</td>
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<td>GME</td>
<td>Gaelic medium education</td>
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<tr>
<td>Mòd</td>
<td>Local or national competitive Gaelic festival of arts</td>
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<tr>
<td>PGDE</td>
<td>Professional Graduate Diploma in Education</td>
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<td>PPG</td>
<td>Policy, Planning &amp; Governance</td>
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<td>SCAT</td>
<td>Scottish Culture and Traditions Association</td>
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<td>SFC</td>
<td>Scottish Funding Council</td>
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<td>STAR</td>
<td>Students Taking Active Roles Award</td>
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<td>UMG</td>
<td>University Management Group</td>
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