

# SFC Corporate publication

## SFC Gaelic language plan 2014-19

Issue date: Wednesday 28 October 2015

Reference: SFC/CP/01/2015

Summary: This Plan has been prepared under Section 3 of the Gaelic Language (Scotland) Act 2005 and was approved by Bòrd na Gàidhlig on 17 September 2015.

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## SFC Gaelic language plan 2014-19

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## **SFC's Gaelic language plan 2014-19: Context**

### **Foreword: Laurence Howells, Chief Executive, SFC**

I am delighted to present the Scottish Funding Council's second Gaelic language plan (GLP). As an enthusiastic language learner, I appreciate the value and broader perspectives that more than one language brings and the opportunities that the resurgence of Gaelic presents for Scotland. As a public authority we are committed to the aspirations and objectives of the National Gaelic Language Plan and the Gaelic Language (Scotland) Act 2005.

Our first plan (2009-14) focussed mainly on the work we do within the organisation and as an employer. This plan also acknowledges and builds on the work we do with the further and higher education sectors in Scotland, and with partner organisations, and looks toward the broader impact we can have working together.

We are committed to work with Bòrd na Gàidhlig to implement the National Gaelic Language Plan. We are also committed to the principle of equal respect for Gaelic and English and will seek to deliver aims of our new GLP with "generosity of spirit".

We recognise that the Bòrd asks for "reasonable and proportionate" GLPs but also that public authorities with a national remit, such as SFC, should make substantive provision to ensure their services are available bilingually. We will seek to be positive and proactive in ways of enabling Gaelic users to interact with us. We recognise that it is important to make an "active offer" in our work on Gaelic, and we aim to do this.

The high-level aims set for us by Bòrd na Gàidhlig in agreement with the Scottish Government include:

- All Gaelic services and resources will demonstrate equal respect for Gaelic and English. There will be a continuous active offer for all Gaelic services and facilities.
- Inclusion of all commitments carried forward from our first Gaelic language plan

We commit to the resourcing and implementation of these.

Embracing more than one language has been shown to enrich lives, stimulate thinking, focus concentration and improve mental agility. I want to see my organisation play a full part in achieving these benefits for Scotland through supporting the continued use and growth of Gaelic.

## **The Gaelic Language (Scotland) Act 2005 and SFC's Gaelic language plans**

The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament, with cross-party support, 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 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 of Gaelic by raising its status and profile and creating practical opportunities for its use.

SFC's first Gaelic language plan (2009-14) was approved by Bòrd na Gàidhlig on 15 December 2009 and published by SFC on 26 February 2010. Our second Gaelic language plan (2014-19) – this document – was approved by Bòrd na Gàidhlig on 17 September 2015.

## **Our Vision for our work with Gaelic**

Our vision is of a Funding Council whose work in all areas supports the aims of the National Gaelic Language Plan, particularly the growth of opportunities within the Scottish college and university sectors to learn and to use Gaelic. Through this we hope to see our work also support the growth of opportunities to use and to learn Gaelic in Scottish communities, workplaces and learning environments which are beyond our immediate sphere of influence.

In our own workplace, we will show respect for and commitment to cultural and linguistic diversity, in our dealings with the public and in the opportunities provided for development for SFC staff. We will demonstrate by example the requirements for Gaelic placed on the institutions we fund.

## **What we do**

The Scottish Further and Higher Education Funding Council is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's 25 colleges and 19 universities and higher education institutions (HEIs). We distribute around £1.6 billion each year in support of this work.

Our statutory duty is to secure coherent, high quality further and higher learning provision by colleges and universities in Scotland, and the undertaking of research, through funding of the Scottish college and university sectors.

The means by which we deliver our core functions include:

- The development and management of Outcome Agreements with colleges and universities
- Supporting national priorities in widening access to learning, skills, research, knowledge exchange and sustainability
- Monitoring performance in these and other priority areas, including quality, equality, financial management and governance
- Provision of efficient corporate services, and of funding, to support the college and university sectors in these endeavours

The Council is supported by around 115 staff (106 FTE) based in Edinburgh. Our corporate structure is described in more detail in Annex C.

## **Mainstreaming Gaelic in SFC's policies and core functions**

We recognise that opportunities will arise to promote and develop the Gaelic language through existing and future policy measures. We will examine current and emerging policy commitments to identify areas where Gaelic can be proactively

incorporated and the priorities of the National Gaelic Language Plan initiated 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, we will ensure that the impacts on Gaelic will be in line with the National Gaelic Language Plan.

### **How the National Gaelic Language Plan development areas relate to SFC's current work (2014)**

The purpose of the National Gaelic Language Plan (NGLP) is “to secure an increase in the number of people learning, speaking and using Gaelic in Scotland”. It identifies eight development areas, four of which – indicated in bold below – are prioritised.

- **Home and Early Years**
- **Education: Schools and Teachers**
- **Education: Post-school Education**
- **Communities**
- Workplace
- Arts and Media
- Heritage and Tourism
- Corpus

#### ***Post-school education***

Our primary influence is on the area of Post-school Education. The NGLP outcomes sought are:

- An increase in the number of adults acquiring Gaelic from the current total of around 2,000 to 3,000 by 2017; and
- Enhanced language skills among fluent Gaelic speakers

NGLP strategic priorities include: extending adult learning opportunities & resources and strengthening the role of Gaelic in further education and higher education.

The core funding we provide to colleges and universities is dependent on individual Outcome Agreements. The institutions have been asked to consider the requirements of the NGLP in developing their Outcome Agreements and we will build on this work in future years.

In addition, we are committed to continuing to earmark strategic funds for Gaelic developments in both the college and university sectors for the lifetime of the NGLP.

### ***Schools and teachers***

The NGLP outcomes sought include doubling Gaelic-medium primary intake to 800 by 2017, year-on-year increase in Gaelic learner education and expansion of Gaelic-medium education in secondary. As funders of teacher education institutions, we have a role in the provision of the consequent requirement for more teachers, their education and development.

Working with the Scottish Government, we have supported the development and growth of Gaelic teacher education, including exploration of Gaelic language in primary schools. We are active members of Bòrd na Gàidhlig's National Gaelic Education Strategy Steering Group and will continue to participate in such groups.

### ***Home and early years***

The NGLP seeks an increase in the numbers of children entering Gaelic-medium early years education. Improving the quality and availability of early years education is an NGLP strategic priority. SFC has a role in supporting the colleges and universities which train staff for this sector, for example, through initial teacher education, and college early education & childcare and childhood practice courses.

We have drawn institutions' attention to this priority in guidance on Gaelic strategic funds and the Outcome Agreement process and will continue to work with Bòrd na Gàidhlig to specify targets and to identify and support opportunities in the early years sector.

### ***Communities***

The NGLP sets a priority of increasing situations where Gaelic can be used informally by young people and adult learners.

Through our work on Outcome Agreements and using our strategic funds we will seek to increase situations in which staff, students and the public can use Gaelic during their time at college and university.

### ***Workplace***

The NGLP outcomes sought are:

- Expansion of the use of Gaelic in places of work: and
- An increase in employment opportunities where Gaelic skills are required in order to enable service delivery in the language

The strategic priorities include: creating a positive attitude and increasing opportunities for Gaelic learning and skills development among staff.

SFC's role as an employer is set out elsewhere in this document, but we also have the potential to influence colleges and universities as workplaces and to share good practice. Some institutions already have GLPs and have addressed these issues in these. All colleges and universities are being asked to consider this in their Outcome Agreements.

### ***Corpus***

The NGLP seeks language corpus development to achieve enhanced strength, relevance, consistency and visibility of the Gaelic language in Scotland.

NGLP strategic priorities include support for initiatives that strengthen the relevance and consistency of the language and in the areas of translation and interpretation.

We currently support the inter-university Faclair na Gàidhlig/Dictionary of the Scottish Gaelic language project through strategic funds. Core resources have contributed to Heriot-Watt University's developments in relation to Gaelic translation. We will consider support of other relevant work (and practice) in colleges and universities.

Our commitments in terms of our use of Gaelic and the standards applied are set out elsewhere in this document.

### ***Arts and Media; Heritage and Tourism***

Our primary role in relation to these priority areas is encouragement and support of training opportunities through colleges and universities.

## How SFC's priorities contribute to the National Gaelic Language Plan

### SFC strategic priorities (2012-15)

Our Strategic Plan sets out the eight outcomes that we seek to achieve – and the high-level actions that the Council will undertake to support the attainment of these outcomes.

Outcome 1: efficient and effective regional college structures

Outcome 2: access for people from the widest possible range of backgrounds

Outcome 3: the right learning in the right place

Outcome 4: high quality, efficient and effective learning

Outcome 5: a developed workforce

Outcome 6: sustainable colleges and universities

Outcome 7: a research base that is internationally competitive and improving its reputation and standing in the world

Outcome 8: university/industry collaboration and the exploitation of research

These outcomes and the potential of our work to contribute to these are set out below.

### ***Efficient and effective regional college structures***

*“... a system of ... colleges ... working together with ... stakeholders to meet the demographic, social and economic priorities of their regions.”*

Contribution: An understanding of needs and demands for Gaelic skills within the colleges' regions' footprints to inform development of provision, including work on skills investment plans (SIPs).

### ***Access for people from the widest possible range of backgrounds***

*“... all people in Scotland are able to access all levels of educational provision that match their ambitions and abilities, and allows them to reach their full potential, regardless of their background.”*

Contribution: Consideration of the Gaelic-related potential, needs and ambitions of aspiring students from Gaelic-speaking backgrounds and of those wishing to learn and to use Gaelic.

### ***The right learning in the right place***

*“education and training provision that meets the changing social and economic needs of individual regions and of Scotland as a whole”*

Contribution: Consideration of the national and local needs in Scotland for Gaelic language courses and units and for courses provided through the medium of Gaelic, at all levels and in both academic and vocational contexts.

***High quality, efficient and effective learning***

*“learners experience the highest quality learning and teaching”*

Contribution: Ensure Gaelic-related provision is maintained and supported, even if the cohort of students is small. Potential for support of resource development and for small cohort support to newly established courses.

***A developed workforce***

*“learners who have the skills and knowledge they need to ... develop a career ... colleges and universities that respond to local, regional and national labour markets”*

Contribution: Support colleges and universities in responding to requirements of key industries for applied Gaelic skills in their provision for students.

***Sustainable colleges and universities***

*“colleges and universities that can survive ... are well managed and able to offer the right learning in the right place for learners, employers and other stakeholders.”*

Contribution: Support colleges and universities in establishing and growing sustainable Gaelic language and Gaelic-medium provision.

***A research base that is internationally competitive and improving its reputation and standing in the world***

*“... will strengthen Scotland’s culture and civic society”*

Contribution: Current strategic funding commitments are to Soillse (the national research network for Gaelic) and Faclair na Gàidhlig (Dictionary of the Scottish Gaelic language). Core institutional funding also supports work in other sites.

***University/industry collaboration and the exploitation of research***

*“a significant improvement in Scotland in the engagement ... with our universities ... increase the exploitation of research for economic and wider social benefit.”*

Contribution: Work with Soillse on growth and use of policy-relevant research activity on Gaelic.

***And being an organisation that delivers its strategy and functions effectively, achieves high-quality outcomes, demonstrates continuous improvement, and provides value for money.***

*“contribute positively to a more equal society ... develop our communications with Gaelic speakers in colleges and universities and improve the way that we explain our work to Scotland’s Gaelic communities”*

Contribution: Our key collaborative priority - [work with Strategic Partner] Bòrd na Gàidhlig on implementation of the National Gaelic Language Plan 2012-17

## Plan commitments

The following sections set out SFC's proposed actions in relation to:

- High-level aims set for SFC by Bòrd na Gàidhlig in consultation with the Scottish Government
- SFC policy aims for Gaelic in relation to its work with colleges and universities
- Service standard commitments for our internal workplace and customer-facing activities.

### High-level aims

The high-level aims identified by Bòrd na Gàidhlig, and agreed with the Scottish Government, for SFC's 2014-19 Gaelic Language Plan are:

1. All Gaelic services and resources will demonstrate equal respect for Gaelic and English. There will be a continuous active offer for all Gaelic services and facilities.
2. Inclusion of all commitments carried forward from previous iterations of the SFC's Gaelic Language Plan
3. Contribute to the delivery of the Gaelic Teacher Education Strategy
4. Support adult Gaelic learning through strategic funding
5. Contribute to the delivery of the Adult Gaelic Learning Strategy
6. Support Gaelic corpus developments
7. Bilingual corporate identity with equal respect for Gaelic and English for use as standard when rebranding next occurs
8. Create and implement a continuous training plan that includes learning and improving Gaelic language skills and Gaelic awareness for staff and Board members of the authority.

Proposed outcome (High-level aim)		1. All Gaelic services and resources will demonstrate equal respect for Gaelic and English. There will be a continuous active offer for all Gaelic services and facilities.	
Summary of current practice		We aspire to demonstrate equal respect for Gaelic and English in our services and resources. Services are available in Gaelic but are not offered actively.	
Actions required		Target date	Responsible officer or department
H1	We will establish, resource and promote a continuous, active offer of our services through Gaelic.	September 2015	All/Communications
H2	We will make explicit on a prominent part of our website that we welcome requests	May 2015	Communications

	for services in Gaelic.		
H3	We will brief all staff on the role the principle of “equal respect” plays within Gaelic language policy and our Gaelic language plan, together with the associated concepts of “active offer” and “generosity of spirit”.	September 2015	HR/R & I
H4	We will record requests for services in Gaelic and responses to these.	September 2014	Communications/CS

Proposed outcome (High-level aim)	2. Inclusion of all commitments carried forward from previous iterations of the SFC’s Gaelic Language Plan.		
Summary of current practice	Current commitments are set out in SFC’s Gaelic language plan 2009-14 (see annex B).		
Actions required		Target date	Responsible officer or department
H5	We will continue to monitor and to maintain, or improve upon, achievements made against commitments in our 2009-14 Gaelic language plan.	November annually	All/R & I
H6	We will continue to monitor and to work towards commitments in our 2009-14 Gaelic language plan which have not yet been achieved. Revised targets to our 2014-19 plan are set out in annex B.	November annually	All/R & I

Proposed outcome (High-level aim)	3. Contribute to the delivery of the Gaelic Teacher Education Strategy.		
Summary of current practice	SFC supports the Scottish universities in provision of teacher education courses, including ring-fenced places for Gaelic-medium education. SFC is an active member of the Bòrd’s National Gaelic Education Strategy Steering Group and of the Gaelic Teacher Education Working Group (BOLT)/Gaelic Teacher Education Strategy Monitoring Group. SFC also participates in the Scottish Government’s Teacher Workforce Planning Group which assesses the need for student teacher places.		

Actions required		Target date	Responsible officer or department
H7	We will continue to participate in the Bòrd's strategy groups.	Ongoing	R & I
H8	We will act on recommendations of the Gaelic Teacher Education Strategy.	As specified	FFP

Proposed outcome (High-level aim)	4. Support adult Gaelic learning through <u>strategic funding</u>		
Summary of current practice	Strategic funds are earmarked on an annual basis for Gaelic developments in both college and university sectors, for the lifetime of the National Gaelic Language Plan (to 2017). Current priorities include support for college classes with small cohorts and immersion opportunities for college and university students. We have also drawn institutions' attention to the NGLP strategic priority of improving the quality and availability of early years education.		
Actions required		Target date	Responsible officer or department
H9	We will continue to provide support for Gaelic-related strategic developments to 2017 and will consider the continued requirement for support beyond this period during 2016-17.	Ongoing	R & I
H10	Colleges and universities will be reminded of this resource and how to access it through the Outcome Agreement process.	Annually	R & I/ASOA
H11	We will continue to work with Bòrd na Gàidhlig to identify and support opportunities in the early years sector.	Ongoing	R & I

Proposed outcome (High-level aim)	5. Contribute to the delivery of the Adult Gaelic Learning Strategy		
Summary of current practice	SFC supports Scotland's colleges and universities in the provision of Gaelic language courses at all levels to PhD.  SFC is an active member of the Bòrd's Working Group on Adult Learning (BOIL).		

Actions required		Target date	Responsible officer or department
H12	We will continue to participate in the Bòrd's work on adult Gaelic learning.	Ongoing	R & I
H13	We will respond to recommendations of the Adult Gaelic Learning Strategy.	Following publication	R & I
H14	We will seek clarity in Outcome Agreements on colleges' and universities' intentions in terms of Gaelic language learning provision and will share this with other stakeholders.	Annually	R & I/ASOA
H15	We will seek formal undertakings in Outcome Agreements from institutions with Gaelic learning provision to maintain and develop this.	Annually	R & I/ASOA
H16	We will challenge and support institutions in identifying gaps in provision, and in increasing the numbers of courses available and the number of learners in response to demand. We will work with Bòrd na Gàidhlig to identify priorities and targets for the college and university sectors, in the context of the National Gaelic Language Plan targets.	Annually	R & I/ASOA

Proposed outcome (High-level aim)		6. Support Gaelic corpus developments	
Summary of current practice		SFC is providing funds for the multi-university Faclair na Gàidhlig/Dictionary of the Scottish Gaelic language project over five years to 2017-18 (AY).	
Actions required		Target date	Responsible officer or department
H17	We will continue to monitor and advise the Faclair na Gàidhlig project during the period of SFC support.	Ongoing	R & I
H18	We will continue to work with Soillse, during the period of SFC support, to develop a sustainable business model.	Ongoing	R & I
H19	We commit to the implementation of national	May	Communications

	standards in translations carried out on our behalf.	2015	
H20	We will continue to consider projects relating to terminology and corpus developments for strategic funding.	Ongoing	R & I

Proposed outcome (High-level aim)		7. Bilingual corporate identity with equal respect for Gaelic and English for use as standard when rebranding next occurs.	
Summary of current practice		Our logo is available in mono-lingual Gaelic and English forms and – although less used recently – in a form which incorporates both Gaelic and English text e.g. our letterhead. We are committed to tender for a simpler bilingual logo that incorporates written elements of both languages, at the point when we redevelop our corporate identity.	
Actions required		Target date	Responsible officer or department
H21	Rebranding when it occurs will provide a bilingual corporate identity, showing equal respect for both Gaelic and English.	Rebranding not currently planned	Communications
H22	We will further encourage the use of our bilingual and Gaelic identities, particularly by Gaelic-relevant projects, including making the Gaelic logo readily available on-line.	Ongoing	Communications/R & I

Proposed outcome (High-level aim)		8. Create and implement a continuous training plan that includes learning and improving Gaelic language skills and Gaelic awareness for staff and Board members of the authority.	
Summary of current practice		Individual staff training plans are developed annually. We have responded to requests for work-related and personal learning in Gaelic on an ad-hoc basis. We have also provided in-house introductory Gaelic language and Gaelic awareness sessions, which have been well attended by staff. Board members have also been offered the opportunity to attend Gaelic awareness sessions.	
Actions required		Target date	Responsible officer or department

H23	We will continue to run Gaelic awareness courses, aiming for 100% uptake by staff.	Ongoing	HR
H24	We will include Gaelic awareness and policy in our programme of development for Board members.	Initially April 2015	CS
H25	We will include Gaelic sessions (e.g. awareness, language taster sessions) in our annual staff development day programme, reflecting staff demand.	September 2014	HR
H26	We will develop an annual programme of Gaelic-related development events and activities to reinforce staff knowledge.	Initially April 2015	HR/R & I
H27	We will provide appropriate Gaelic training for the ongoing needs of reception and administrative staff.	December 2014	HR
H28	We will plan for further in-house language sessions, including terminology appropriate for our business.	By September 2015	HR
H29	As and when the requirement for advanced Gaelic learning, including Gaelic literacy, develops amongst our staff, we will introduce ways of supporting this.	As required	HR
H30	We will explore demand for on-line/distance learning of Gaelic among our staff and support this as required.	By September 2015	HR
H31	We will develop a readily accessible collection of Gaelic learning resources for our staff.	By September 2015	HR
H32	We will commission an SFC version of the Gaelic toolkit (web tool).	By September 2015	HR
H33	We will include Gaelic as an example in promoting the Lifelong Learning Fund to staff.	April 2015	HR

## **Policy aims**

### ***Funding***

SFC provides the core funding to Scotland's colleges and universities. This contributes to the costs of learning and teaching, skills development, research, innovation and to other costs such as staff, buildings and equipment. The institutions plan the detail of the use of these funds, but Outcome Agreements are negotiated with SFC and set out what colleges and universities plan to deliver in return for their core funding. Outcome Agreements focus on the contribution that the colleges and universities

make towards improving life chances, supporting world-class research and creating sustainable economic growth for Scotland. The associated core funding enables colleges and universities to resource and offer courses, including courses in and using Gaelic, at all levels.

In addition SFC provides strategic funding - time-limited, discrete investments made to support developments and change in further and higher education. An element of this funding is earmarked for Gaelic developments. Enquiries about this support for Gaelic projects should be made through SFC Outcome Agreement or Gaelic Policy staff.

Outcome Agreements between SFC and funded bodies			
Proposed outcome		The Outcome Agreement process ensures that the aims of the National Gaelic Language Plan are actively considered and appropriately addressed by all colleges and universities.	
Summary of current practice		Guidance on Outcome Agreements requires colleges and universities – where appropriate – to consider the maintenance and development of provision for Gaelic learners and Gaelic speakers, how they protect and build on their Gaelic provision, and to refer to the National Gaelic Language Plan.	
Actions required		Target date	Responsible officer or department
P1	We will ensure that the aims of the National Gaelic Language Plan are addressed by each institution in each cycle of negotiation for Outcome Agreements.	Annually	R & I/ASOA/FFP
P2	Ensure local and national demand/community figures are explicit, examined and addressed in the Outcome Agreement process.	Annually	R & I/ASOA/FFP
P3	<i>We will seek formal undertakings from institutions in their Outcome Agreements to maintain and develop their Gaelic learning provision. H14</i>	<i>Annually</i>	<i>R &amp; I/ASOA</i>
P4	We will encourage staff succession planning, and associated professional development, in colleges and universities to ensure Gaelic provision can be maintained.	Ongoing	R & I/ASOA
P5	<i>Ensure Outcome Agreement Managers are able to advise institutions on existence of</i>	<i>Annually</i>	<i>R &amp; I/ASOA</i>

	<i>funding opportunities for Gaelic developments (e.g. SFC's strategic funds &amp; Bòrd na Gàidhlig's GLAIF) and how to access them H10.</i>		
P6	We will ask each institution which has developed a Gaelic language plan for Bòrd na Gàidhlig to supply a copy to SFC.	April 2015, then as published	R & I/ASOA

Proposed outcome		A growth in participation in existing courses	
Summary of current practice		The priority uses of strategic funds for Gaelic include marketing and market research. The funds have been little used for these purposes.	
Actions required		Target date	Responsible officer or department
P7	Further encourage the use of the earmarked Gaelic strategic funds for market research and marketing to support recruitment to these courses, co-ordinating effort where possible.	May 2015	R & I
P8	Encourage colleges and universities to raise the profile of Gaelic language officers and institutional Gaelic language plans through their recruitment materials.	September 2015	R & I /ASOA
P9	Work with institutions and other public bodies to expand and to mainstream immersion opportunities for Gaelic language students, such as the potential development of 'year abroad' scheme.	By AY 2016-17	R & I
P10	Work with Scottish Government and universities to prioritise recruitment of Gaelic-speaking candidates to teacher education courses receiving GME-targeted funded places.	During 2015	R & I/FFP
P11	Work with universities to provide taster Gaelic teacher education sessions for Gaelic speaking undergraduates on specialist degree courses.	AY 2015-16	R & I
P12	Work with universities to encourage familiarity with 1+2 (and the role of Gaelic within it) and with GLPS among students on 'ordinary' ITE courses, and other	AY 2015-16	R & I

	opportunities to incorporate Gaelic elements in other courses.		
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Proposed outcome		Establishment of new courses and units in both sectors – Gaelic language, Gaelic-medium academic and vocational courses and units – building on existing provision and means of delivery.	
Summary of current practice		Course development is core business for colleges and universities. Support may be considered where collaborative or other sector-wide benefits can be demonstrated.	
Actions required		Target date	Responsible officer or department
P13	<i>Further encourage the use of our earmarked Gaelic strategic funds for market research and marketing. P7</i>	April 2015	R & I/ASOA
P14	Encourage use of existing resources (e.g. Census, school Gaelic-medium education figures, industry demand statements) by colleges and universities in assessing need (rel. P2).	Annually	R & I/ASOA
P15	We will work with Bòrd na Gàidhlig to define targets for growth in the college and university sectors.	2015	R & I/ASOA/FFP
P16	Resume exploration of the development of a national support service for college-level Gaelic provision.	2015	R & I
P17	Encourage exploration and mapping by colleges and universities of gaps in learner pathways from beginner to applied use of Gaelic, including opportunities for study of the language in conjunction with other subjects.	2015	ASOA

Proposed outcome		Increased awareness among college and university staff and students of the aims of the National Gaelic Language Plan.	
Summary of current practice		Not explicitly addressed	
Actions required		Target date	Responsible officer or department
P18	Work with Universities Scotland and Colleges Scotland to encourage Gaelic awareness training	AY 2015-16	R & I/CS

	for college and university senior management.		
P19	Work with institutional networks e.g. Board of Celtic Studies Scotland, Scottish Teacher Education Committee on Gaelic-related developments.	Ongoing	R & I
P20	Work with institutions' Gaelic language officers to facilitate their initiatives.	Ongoing	R & I
P21	Work to share good practice among institutions. Explore potential for national tertiary education meeting to discuss Gaelic policy issues.	Ongoing	R & I

### ***SFC's policy development work***

SFC staff co-ordinate work in priority policy areas to stimulate and support an appropriate national response to issues where the sum of local college and university responses may not meet Scotland's needs or where a more efficient response may be achieved by working in partnership. Gaelic language policy is one of these areas.

SFC takes a national policy perspective on skills, access, articulation, research, innovation, health, sustainability, quality, and coherent provision of subjects including languages.

In this work SFC liaises with specialists within the colleges and universities and with other bodies, such as Bòrd na Gàidhlig, which have related or overlapping responsibilities for these policy areas.

Proposed outcome		Priority policy areas take appropriate account of potential to contribute to the NGLP.	
Summary of current practice		Strategic funds for Gaelic are administered under Skills and Employability budget. SFC and Skills Development Scotland have a joint Skills Committee to develop joint and complementary Skills policy.  Strategic funding for research and innovation supports Soillse, the national research network for Gaelic.	
Actions required		Target date	Responsible officer or department
P22	Work with SDS to explore demand for Gaelic skills (including Gaelic literacy) and responses to this.	December 2016	R & I/ASOA
P23	<i>We will continue to work with Soillse to develop</i>	<i>Ongoing</i>	<i>R &amp; I</i>

	<i>a sustainable business model. H18</i>		
P24	We will seek to work with the NHS and social care services to identify and respond to Gaelic skills needs of health and social care employers.	March 2016	R & I
P25	<i>Encourage mapping of Gaelic learning pathways within and between college and university sectors. P17</i>	2015	ASOA
P26	We will review the value and impact of SFC's strategic funding for Gaelic to inform decisions on continuation beyond 2017.	2016	R & I

Proposed outcome	Coherent provision of languages and GME training.		
Summary of current practice	SFC aims to ensure the coherence of provision in higher and further education across Scotland and its regions, ready to meet Government policy requirements (e.g. the Scottish Government's 1+2 language policy, which aims to increase language learning for school children by 2020). SFC currently monitors language learning at universities and colleges. We ask that institutions inform us of any significant changes in demand for modern languages (including Gaelic), and of any intentions to make changes to their portfolio of modern language provision, with a view to ensuring that there is no significant decline.		
Actions required		Target date	Responsible officer or department
P27	We will continue to monitor Gaelic language provision and plans for change.	Annually	Funding Policy
P28	<i>We will encourage succession planning and associated professional development for Gaelic teaching staff in the institutions. P4</i>	Ongoing	FFP/ASOA/R & I
P29	We will continue to monitor use of targeted and ring-fenced places on Gaelic teacher education courses.	Annually	FFP

## Service standard commitments

The actions below relate to our internal processes.

### *Visibility*

Logo and corporate identity			
Proposed outcome	Usage of the corporate logo supports the visibility of Gaelic.		
Summary of current practice	The Council's corporate identity includes our symbol and the English and Gaelic versions of our name and strapline. In our publications and stationery the English and Gaelic text is ranged left to right with equal prominence. However this is a large format which is difficult to adapt to shared usage and smaller contexts. The symbol and strapline are available in single language forms in both Gaelic and in English. Our business cards present our symbol with one version of our name and strapline, and with staff contact details, in Gaelic on one side and in English on the other. We encourage the use of the Gaelic logo by Gaelic-related projects. We are committed to tender for a more compact bilingual logo when rebranding next occurs.		
Actions required		Target date	Responsible officer or department
S1	We will ensure that where our logo is used on internal templates, the Gaelic elements are included.	June 2015	Communications
S2	We will develop guidance on the consistent use of our bilingual identity. (including on our website).	June 2015	Communications
S3	Ensure we use our bilingual identity more consistently in external contexts.	December 2015	Communications/R & I
S4	Continue to ensure that our suite of corporate banners/stands includes Gaelic, uses the bilingual corporate identity and includes at least one Gaelic-only banner. We will continue to promote the use of the Gaelic corporate display stand.	Ongoing	Communications
S5	We will maintain our guidelines on logo usage, ensuring that preferential use of the bilingual identity and use of the	Ongoing	Communications

	Gaelic logos are explicitly addressed.		
S6	Encourage use of Gaelic identity in relevant contexts e.g. by Gaelic-related funded projects.	Ongoing	R & I

Signage			
Proposed outcome		Gaelic is visible in the signage used in SFC's offices	
Summary of current practice		Corporate signage at office entrances, in shared foyer and in meeting suite is in Gaelic and English. Directional signage in reception is in Gaelic and English.	
Actions required		Target date	Responsible officer or department
S7	We will maintain Gaelic and English signage throughout the public areas of our offices.	Ongoing	CS
S8	We will continue to explore opportunities for bilingual signage throughout our offices as existing signage is replaced.	Ongoing	CS

### **Staffing**

Gaelic skills and knowledge			
Proposed outcome		The level of Gaelic skills and knowledge among SFC's staff improves.	
Summary of current practice		Gaelic language skills are noted as generally desirable for the organisation within the information provided for all vacant posts. Gaelic skills have been identified as <i>desirable</i> for one post.	
Actions required		Target date	Responsible officer or department
S9	<i>Implement our commitments on training. (H23-H33 above)</i>	<i>See above</i>	<i>HR</i>

Proposed outcome		Posts and recruitment incorporate Gaelic skills appropriately.	
Summary of current practice		The recruitment process is conducted in English. Advertising is in English.	
Actions required		Target date	Responsible officer or department
S10	We will continue to consider and identify posts where the ability to speak Gaelic will help us to achieve the objectives of this	Ongoing	HR

	plan and recruit accordingly.		
S11	Posts for which Gaelic is an essential skill will be advertised primarily in Gaelic. Where Gaelic is identified as an essential skill, this will be tested within the recruitment process.	As required	HR
S12	Where Gaelic is among the range of desirable skills for a post, clear reference will be made to this in the advertisement.	As required	HR
S13	We will use the bilingual form of our corporate identity in advertisements.	December 2015	HR/Communications
S14	Our Gaelic policy and Gaelic awareness will be included in the induction checklist for all posts.	May 2015	HR/ R & I

Proposed outcome		The use of Gaelic in workplace and internal communications is encouraged.	
Summary of current practice		There is some use of Gaelic in the workplace (signage, intranet, mugs). There is low-level, ad hoc use of Gaelic in internal communications (including, recently, staff magazine).	
Actions required		Target date	Responsible officer or department
S15	We will develop, document and implement a range of strategies to promote Gaelic usage within the workplace, at a level appropriate to staff knowledge.	December 2015	R & I /HR/ Communications
S16	We will refresh our staff Gaelic resources intranet page and seek to increase the audio resources available.	December 2015	R & I/CS/ Communications

### ***Day-to-day operations***

Proposed outcome		Reception and switchboard deal confidently with contacts who use Gaelic	
Summary of current practice		Our reception staff, including cover staff, recognise and respond appropriately to Gaelic greetings. We do not currently have the staff skills to support telephone conversations in Gaelic.	
Actions required		Target	Responsible

		date	officer or department
S17	All staff will be offered training and resources to develop their ability to recognise and respond appropriately to greetings in Gaelic and to use them in appropriate circumstances.	September 2015	HR
S18	We will develop procedures to support translation of telephone conversations.	December 2015	Communications
S19	<i>We will seek to source appropriate Gaelic training for the ongoing needs of reception and administrative staff. H27</i>	<i>December 2014</i>	<i>HR</i>

Proposed outcome	Postal and email correspondence is actively welcomed and dealt with to the same standards as English.		
Summary of current practice	We welcome correspondence in Gaelic and apply the same standards for response as for English (acknowledging receipt within 20 working days), endeavouring to respond in Gaelic. Our policy is that staff email signatures include both Gaelic and English forms of job titles and of the organisation's name and address.		
Actions required		Target date	Responsible officer or department
S20	We will make our position on welcoming correspondence in Gaelic visible in a prominent position on our website.	May 2015	Communications
S21	<i>Our policy on Gaelic in correspondence will form part of our induction procedures for new staff. S14</i>	<i>May 2015</i>	<i>HR</i>
S22	We will ensure staff are aware of/can readily find our procedures for translation of correspondence, including budget responsibility.	May 2015	Communications
S23	Staff email signatures will include both Gaelic and English forms of job titles and of the organisation's name and contact details.	May 2015	ISU/Communications
S24	Emails will include a statement in Gaelic welcoming correspondence in Gaelic.	May 2015	ISU/Communications
S25	Where used, email disclaimers will be in both Gaelic and English.	May 2015	ISU/Communications
S26	Email policy for the use of Gaelic (signatures	May	ISU

	and disclaimers) will be supported for both office and remote (e.g. Blackberry) communications.	2015	
S27	We will provide a standard form of words in Gaelic for acknowledgement of receipt of communications and for 'out of office' responses to emails	May 2015	Communications

Proposed outcome		Forms: standard communications may readily be made in Gaelic as well as English	
Summary of current practice		Recruitment forms are provided in English.	
Actions required		Target date	Responsible officer or department
S28	We will review the case for providing bilingual recruitment forms when recruitment to a "Gaelic essential" post is planned.	As required	HR

Proposed outcome		Front-line services (including via third parties) and public meetings support the use of Gaelic.	
Summary of current practice		The SFC Board does not hold public meetings. Our procedures for complaints and information requests are provided in Gaelic on our website.	
Actions required		Target date	Responsible officer or department
S29	We will adjust our standard terms and conditions for contracts to require reasonable endeavours by contractors to support the Gaelic language in accordance with SFC's commitments.	March 2015	CS
S30	Where appropriate to the subject matter, speakers and/or audience of other meetings (e.g. conferences, seminars), we will provide simultaneous translation and handouts in both Gaelic and English.	Ongoing	Communications/All
S31	We will make explicit that we will accept complaints and requests for information made in Gaelic. We will support the use of Gaelic by the correspondent throughout the process.	May 2015	Communications/CS

## Communications

Proposed outcome		Our use of Gaelic through communications, particularly when dealing with the public, is maintained or improved.	
Summary of current practice		We are committed in our Strategic Plan to develop our communications with Gaelic speakers in colleges and universities and improve the way that we explain our work to Scotland's Gaelic communities.	
Actions required		Target date	Responsible officer or department
S32	We will develop, document and implement a full Communications strategy for Gaelic, for internal and external interactions, incorporating and drawing together our existing policies and new actions set out in this Gaelic language plan.	December 2015	Communications

Media interactions and PR			
Proposed outcome		There is good reach for SFC announcements into Gaelic media.	
Summary of current practice		Press announcements are assessed to ensure that the message gets to the right audience in the right way. Where content is of specific interest to Gaelic speaking communities or areas, media releases will be prepared in both Gaelic and English, and BBC Alba included on distribution lists.	
Actions required		Target date	Responsible officer or department
S33	We will continue to assess press announcements for Gaelic interest.	Ongoing	Communications
S34	We will develop, document and implement a strategy for improving our explanations of our work to Scotland's Gaelic communities, including those in the colleges and universities.	December 2015	Communications
S35	We will plan to release key announcements in Gaelic as well as in English.	September 2015	Communications

Printed materials and other publications			
Proposed outcome		Key corporate publications will be available in both Gaelic and English.	
Summary of current practice		Corporate publications are produced in electronic format. The text of our Strategic Plan is made available in Gaelic on the SFC website. The executive summaries of technical publications may be translated on request.	
Actions required		Target date	Responsible officer or department
S36	Any corporate publications of similar standing to our Strategic Plan will be published in Gaelic on a similar timescale to the English publication.	Ongoing	Communications

Website and social media			
Proposed outcome		Gaelic-related resources are clearly visible and accessible.	
Summary of current practice		The majority of material on our website is in English. Information on and in Gaelic (including our Gaelic language plan) is held on a “Gaelic language” page available in both Gaelic and English. Links to this page are provided on most second-tier pages.	
Actions required		Target date	Responsible officer or department
S37	We will seek to further increase the Gaelic language content on our website and to make our vision for Gaelic clear on the website.	December 2015	Communications/All
S38	<i>We will use the bilingual version of our logo throughout our website S2.</i>	May 2015	Communications
S39	We will include on the homepage a link to our webpage’s Gaelic language resources.	May 2015	Communications
S40	We will explore opportunities to establish a permanent Gaelic presence on our homepage.	December 2015	Communications
S41	We will ensure that where Gaelic versions of pages or documents are available, these are linked from the English language versions and vice versa.	Ongoing	Communications
S42	As our use of social media develops, we will seek opportunities to incorporate Gaelic	Ongoing	Communications

into this activity.		
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Events and exhibitions			
Proposed outcome		The SFC presence at events and exhibitions always includes Gaelic.	
Summary of current practice		Our suite of corporate banners/stands includes a Gaelic-only banner.	
Actions required		Target date	Responsible officer or department
S43	<i>We will continue to ensure that our suite of corporate banners/stands includes at least one Gaelic-only banner which is of consistent style to the rest of the suite. All banners will use the bilingual corporate identity. S4</i>	<i>Ongoing</i>	<i>Communications</i>
S44	<i>We will promote the use of the Gaelic corporate display stand at all events whether or not obviously Gaelic-related. S4</i>	<i>Ongoing</i>	<i>Communications</i>
S45	<i>We will ensure that where our logo is used on internal templates, including Powerpoint, it reflects our bilingual identity. S1</i>	<i>May 2015</i>	<i>Communications</i>

### **Gaelic corpus standards**

Proposed outcome		There is consistent use of Gaelic orthographic conventions.	
Summary of current practice		This issue is not explicitly addressed.	
Actions required		Target date	Responsible officer or department
S46	We will adhere to the current Gaelic Orthographic Conventions and place-naming conventions.	May 2015	Communications/All
S47	We will explore the development of standards for translations to be undertaken on our behalf, incorporating the use of the Gaelic Orthographic Conventions and the Gaelic Place-Names of Scotland database.	May 2016	Communications
S48	We will require use of these standards in any translation undertaken for us or on our behalf.	May 2016	Communications/CS
S49	We will seek to identify and adopt a nationally identified qualification standard which translators employed on our behalf	May 2016	Communications

	should meet.		
S50	We will continue to share translations with the University of the Highlands and Islands' TòMaS database, and draw our translators' attention to the facility.	Ongoing	Communications

### ***Governance and Planning***

Proposed outcome		GLP issues are addressed for the governance layer of SFC.	
Summary of current practice		Not explicitly addressed.	
Actions required		Target date	Responsible officer or department
S51	Our performance framework will include GLP progress (Board level and executive level).	April 2015	CS
S52	<i>We will include Gaelic awareness and policy in our programme of development for Board members. H24</i>	<i>Initially April 2015</i>	<i>CS/HR plus relevant staff teams</i>

### ***Partnership working***

Proposed outcome		SFC works with public bodies with overlapping interests on contributions to national Gaelic language plan.	
Summary of current practice		Our Strategic Plan includes partnership working with Bòrd na Gàidhlig to deliver national Gaelic language plan. SFC staff have developed working contacts on Gaelic in a range of public bodies and participate in the G Mòr group of Gaelic planning officers.	
Actions required		Target date	Responsible officer or department
S53	Work with SDS and HIE on exploration and development of policies relating to Gaelic skills needs.	December 2016	ASOA/R & I
S54	Explore with education bodies such as SQA the establishment of a forum to discuss Gaelic-related areas of common interest.	December 2015	R & I
S55	We will explore opportunities to work with other public bodies in Edinburgh on Gaelic-related areas of common interest.	December 2015	R & I

S56	We will seek to work with the NHS Education Scotland and social care services to identify and respond to Gaelic skills needs of in the health sectors and social care employers. P24	March 2016	R & I
S57	We will hold at least a biennial meeting between CEOs of SFC and Bòrd na Gàidhlig.	Ongoing	CEO
S58	We will respond as appropriate to Bòrd research and priorities in our area of responsibility.	Ongoing	All/R & I
S59	We will establish a staff Gaelic working group to review and develop internal actions.	May 2015	All/R & I

## Annex A: Glossary

**1+2** “Mother tongue” plus two additional languages. Scottish Government approach to European Union-recommended model for school language education.

**Articulation** a student gaining entry into second year of a [university] degree with a Higher National Certificate (HNC) gained at college, or into third year with a Higher National Diploma (HND) gained at college.

**AY** Academic year – August to July

**BOII** Bòrd na Gàidhlig’s Working Group on Adult Learning/ Buidheann Obrach Ionnsachadh Inbhich

**BOLT** Bòrd na Gàidhlig’s Gaelic Teacher Education Working Group/Buidheann obrach foghlam luchd-teagaisg Gàidhlig

**FE** Further education – courses up to SCQF level 6. Delivered by Scotland’s colleges.

**Further education sector** Scotland’s colleges as a group

**GLAIF** Bòrd na Gàidhlig’s Gaelic Language Act Implementation Fund

**GLPS** Gaelic language/learners in primary schools – teaching of aspects of Gaelic culture and Gaelic language

**GME** Gaelic-medium education

**G Mòr** Informal, multi-organisation group of Gaelic planning officers

**HE** Higher education – courses at SCQF level 7 and above. Delivered by Scotland’s colleges and universities.

**HEIs** Higher education institutions – Scotland’s universities, Glasgow School of Art, the Royal Conservatoire of Scotland and Scotland’s Rural College.

**HIE** Highlands and Islands Enterprise

**Higher education sector** Scotland’s universities and HEIs as a group.

**ITE** Initial teacher education

**NGLP** National Gaelic Language Plan: 2012-17

**Outcome Agreements** Documents setting out what colleges and universities plan to deliver in return for their funding from the Scottish Funding Council.

**SCQF** Scottish Credit and Qualifications Framework

**SDS** Skills Development Scotland

**SFC** Scottish Further and Higher Education Funding Council

### ***SFC operational groups***

**ASOA** Access, Skills and Outcome Agreements Directorate

**CEO** Chief Executive Officer

**Comms** Communications

**CS** Corporate Services Directorate

**FFP** Finance and Funding Policy Directorate

**HR** Human Resources

**ISU** Information Systems Unit

**R & I**            Research and Innovation Directorate

**SIPs**            Skills investment plans

**Soillse**        The national research network for the maintenance and revitalisation of Gaelic language and culture

**SQA**            Scottish Qualifications Authority

**TòMaS**        University of the Highlands and Islands' translation memory service

## Annex B: SFC Gaelic action plan commitments 2009-14

*H5 We will continue to monitor and to maintain, or improve upon, achievements made against commitments in our 2009-14 Gaelic language plan*

*H6 We will continue to monitor and to work towards commitments in our 2009-14 Gaelic language plan which have not yet been achieved. Revised targets to our 2014-19 plan are set out below.*

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
1	We will continue to work with Bòrd na Gàidhlig, and with colleges and universities, to identify priorities for Gaelic development in the further and higher education sectors.	Ongoing	We will continue to work with Bòrd na Gàidhlig, and with colleges and universities, to identify priorities for Gaelic development in the further and higher education sectors.	Ongoing
2	SFC will examine current and future policy commitments to identify areas where Gaelic can be proactively incorporated and the priorities of the National Plan for Gaelic initiated through this work.	Ongoing	SFC will continue to examine current and future policy commitments to identify areas where Gaelic can be proactively incorporated and the priorities of the National Plan for Gaelic addressed.	Ongoing
3	Strategic development of Gaelic  - Development and approval of specific institution led projects supported through SFC Strategic Funds for priority areas above.	Ongoing in line with annual strategic allocation for Gaelic development.	We will continue to encourage strategic development of Gaelic through the provision of SFC Strategic Funds for priority areas, including support for small cohorts.  We have committed to maintain ring-fenced funds for Gaelic during the lifetime of the National Gaelic Language Plan.  We will ensure the sectors remain aware of the availability of these funds.	Ongoing
4	Student support - SFC to contact Student Awards Agency for Scotland (SAAS) over support for Gaelic immersion in line with students of other languages.	By July 2009.	We will continue to work with Scottish HEIs and other stakeholders, including the Scottish Government, towards normalising provision and funding of a Gaelic immersion experience for universities' Gaelic language students, through a joint summer school, with a view to this becoming embedded within the curriculum in HEIs.	HEI plans in place in 2014  Three years

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
5	Funding for Gaelic learning opportunities - SFC to consider long term funding strategy for Gaelic learning including formula and premium approaches.	In line with timescales for New Horizons and College Strategic Project, but likely to be by end 2009.	<p>We will:</p> <p>Ensure Scotland's colleges and universities address their potential to contribute to National GLP aims through the development of Outcome Agreements.</p> <p>Monitor achievements in relation to these Outcome Agreement commitments.</p> <p>Ensure the following are raised during the Outcome Agreement process:</p> <ul style="list-style-type: none"> <li>- links with institutions' Gaelic language plans</li> <li>- positive responses to the National Gaelic Teacher Education Strategy (for Gaelic teacher education institutions)</li> <li>- maintenance and development of academic opportunities in Gaelic and/or Celtic Studies, (including vocational Gaelic and introductory level Gaelic) and</li> <li>- support for institutions' Gaelic-speaking communities</li> </ul>	<p>By April 2014 (and annually thereafter)</p> <p>Autumn each year</p>
6	Include reference to the Plan in our main grant letters to colleges and universities.	March 2010	We will continue to include reference to the National GLP and to SFC's GLP in Outcome Agreement guidance for colleges and universities.	
7	The text for our two main corporate publications (the corporate plan and annual review and) will be made available in Gaelic on the SFC web site.	August 2009	The text of our Corporate/Strategic Plan will be made available on the SFC website. Any corporate publications of similar standing will also be published in Gaelic.	Within two months of English language publication.
8	Provide our complaints procedure in Gaelic on our website.	By December 2009	Key guidance on public interactions with SFC will continue to be provided in Gaelic on our website. This includes our complaints procedure and guidelines on access to information.	Update promptly as required

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
			Any updates to these guidelines will also be provided promptly in Gaelic.	
9	In addition to our complaints procedure (see above) we will provide other key corporate information (for example guidelines on access to information, Freedom of Information and Data Protection) in Gaelic.	By December 2009		
10	We will draw together all Gaelic-related information on our website to make it accessible from one location. This will include, for example, any Gaelic policy-related information and our Gaelic Language Plan.	August 2009	We will continue to draw together all Gaelic-related information on our website and to make it accessible from one obvious location. This will include, for example, any Gaelic policy-related information and our Gaelic Language Plan.	Ongoing
11	We will increase our Gaelic language content on the website and develop this Gaelic area of the website to be bilingual with the intention that this will also attract the interest of non-Gaelic speakers to this activity.	Over the period of this plan	We will seek to increase the Gaelic language content on our website.  We will develop this area of the website to be bilingual, with the intention that Gaelic-related materials are identifiable and accessible by both Gaelic and non-Gaelic speakers.	By end of 2013-14  By end of 2013
12	Improve recording of data on Gaelic provision, particularly in HEIs;	In time for returns information letter to colleges and universities, (2010 returns).	We will define and test potential steps to further improve active and accurate recording of Gaelic-related study in colleges and universities.	During 2014
13	Review effect of changes on data returns made by colleges.	Once returns received – February 2011		
14	A sustainable policy on the provision of technical publications will be established.	March 2010	We will continue to apply our policy on provision of technical publications in languages other than English.	Ongoing
15	Where content is of specific	By August	Where content is of specific	Ongoing

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
	interest to Gaelic-speaking communities media releases will be prepared in both English and Gaelic, including BBC Alba on distribution lists.	2009	interest to Gaelic-speaking communities media releases will be prepared in both English and Gaelic, including BBC Alba on distribution lists.  We will continue to apply our guidance on bilingual media releases.	Ongoing
16	We will develop guidance on bilingual media releases.	By end of 2009		
17	New signage in Gaelic and English to be placed in the reception area.	August 2009	We will maintain Gaelic and English signage throughout the public areas of our offices.	Ongoing
18	One of our display boards (for use at meetings and events) will be in Gaelic.	By August 2009	We will ensure our suite of corporate display stands includes Gaelic, with a monolingual Gaelic board available.  We will promote the use of the corporate Gaelic display stand.	By end 2013-14  ASAP/ongoing
19	We will extend the application of the Gaelic-only version of our logo (as used on business cards) for external use. An example of such use would be in recognition of SFC funding.	By end of 2009	We will encourage the use of the Gaelic-only version of our logo by, for example, by Gaelic-related funded projects.	Ongoing
20	At the same time we will develop further our guidelines on logo usage.	By end of 2009		
21	At the point when we redevelop our corporate identity we will consider a simple logo that incorporates written elements of both languages.	Corporate ID is still current	At the point when we redevelop our corporate identity we will tender for a simple logo that incorporates written elements of both languages.	When appropriate
22	We will ensure that job titles in email signatures are written in both Gaelic and English.	By 31 December 2009	Our policy will continue to be that staff email signatures will include both Gaelic and English forms of job titles and the organisation name and address.	Ongoing
23	We will welcome correspondence in Gaelic and endeavour to respond in Gaelic, acknowledging receipt within 20	Ongoing	We will make it clear that we welcome correspondence in Gaelic and endeavour to respond in Gaelic, acknowledging receipt	Ongoing

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
	working days. (This is the published standard.)		within 20 working days. (This is our published standard.)	
24	Our reception staff will be trained to respond appropriately to greetings in Gaelic.	By 31 December 2009	We will continue to ensure that our reception staff, including cover staff, recognise and respond appropriately to greetings in Gaelic.	
25	We will maintain information on our staff's Gaelic ability and update it within our annual report on our Gaelic language plan.	October annually	We will continue to maintain information on our staff's Gaelic ability, prompting updated information annually, and will update figures on this within our annual report on our Gaelic language plan.	Autumn each year
26	<p>We will offer support to staff who would like to learn Gaelic, for example through the staff Lifelong Learning Fund.</p> <p>We will encourage our staff to learn Gaelic and develop an awareness of Gaelic culture. Initially this will be through access to free courses delivered on site.</p> <p>We will introduce ways of supporting more advanced learning, including Gaelic literacy, as the requirement for this develops amongst our staff.</p>	Ongoing	<p>We will continue to offer support to staff who would like to learn Gaelic, for example through the staff Lifelong Learning Fund and, where appropriate, through corporate training.</p> <p>We will continue to provide opportunities for staff and Board members to develop an awareness of Gaelic language and culture through periodic in-house training courses.</p> <p>As and when the requirement for advanced Gaelic learning, including Gaelic literacy, develops amongst our staff, we will introduce ways of supporting this.</p>	<p>Ongoing</p> <p>Autumn 2013 and then ongoing</p> <p>As required</p>
27	<p>In future, we will identify posts where the ability to speak Gaelic will help us to achieve the objectives of this plan and recruit accordingly.</p> <p>Posts for which Gaelic is an essential skill will be advertised primarily in Gaelic.</p> <p>Where Gaelic is among the range of desirable skills, clear reference will be made to this in the advertisement.</p>	Ongoing	<p>We will continue to consider and identify posts where the ability to speak Gaelic will help us to achieve the objectives of this plan and recruit accordingly.</p> <p>Posts for which Gaelic is an essential skill will be advertised primarily in Gaelic. Where Gaelic is identified as an essential skill, this will be tested within the recruitment process.</p> <p>Where Gaelic is among the range of desirable skills for a post, clear reference will be made to this in</p>	<p>Ongoing</p> <p>As required</p> <p>As required</p>

	<b>Original Action (2009)</b>	<b>Timescale</b>	<b>Revised action (2014)</b>	<b>Timescale</b>
			the advertisement.  Gaelic language skills will be noted as generally desirable for the organisation within the information provided for all vacant posts.	Ongoing
28	We will consider providing bilingual forms for recruitment.	By 31 December 2009	We will review the case for providing bilingual forms when recruitment to a "Gaelic essential" post is planned.	As required
29	Annual report to Council, forwarded to Bòrd na Gàidhlig.	November/ December 2009, recurring	We will make an annual report to Council on progress against this plan, which will be forwarded to Bòrd na Gàidhlig.	November/ December
30	Revise Gaelic Language Plan for approval/publication in 2014.	By end 2013	We will draft a revised Gaelic Language Plan for 2014-19, aiming for approval and publication in 2014.	Public consultation during 2014

## Annex C: Summary of Gaelic in Scotland, in SFC’s area of operation and within SFC

We are a national body providing funding to 25 colleges and 19 higher education institutions across Scotland. All of Scotland’s Gaelic learners, Gaelic speakers, those with other Gaelic language skills, Gaelic communities and Gaelic organisations are therefore within our area of operation.

### National picture

The 2011 Census showed that 57,375 people in Scotland speak Gaelic (1.08% of the population). This is a slight decline from the 58,652 (1.16%) recorded in the 2001 Census.<sup>1</sup> Previous recent censuses have shown more significant declines in numbers of speakers:

Census	1961	1971	1981	1991	2001	2011
Speakers	80,987	88,892	79,304	65,978	58,652	57,375
%	1.56%	1.70%	1.57%	1.32%	1.16%	1.08%
Change	-14,460	7,905	-9,588	-13,326	-7,326	-1,277

Bòrd na Gàidhlig have hailed the 2011 outturn as indicating a stabilisation of the position of the language over the last ten years. Although overall the number of speakers declined, for every category for speakers under 20 the numbers went up. The numbers of children going through Gaelic medium education is increasing. Bòrd na Gàidhlig recorded an increase of 6.1% in primary education (13% in P1) and 7% in secondary education over 2013-14. Young people leaving school with Gaelic skills will come to look for a similar experience in further and higher education.

A Scottish Government survey conducted in 2011 found high levels of support for Gaelic being available as a school subject (86%) and for more opportunities for people to learn Gaelic (70%), with 63% agreeing that Gaelic needs to be promoted more within education. More general attitudes to Gaelic saw 81% agreeing that it was important that Scotland should not lose its Gaelic language traditions and 65% agreeing that more should be done to encourage and promote Gaelic in Scotland.

### Regional picture

Universities operate on a national or international basis. College activity is usually more local and SFC funding is now directed towards regions, either through regional

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<sup>1</sup> The Census also records other Gaelic language skills: understanding, reading or writing Gaelic, but not speaking Gaelic. The totals for those with any Gaelic skills were: in 2001 – 93,282 (1.84% of the population); in 2011 – 87,056 (1.70%).

colleges or regional strategic bodies. The table below shows Gaelic skills in these regions as recorded in the 2011 Census.

<b>College Region</b>	<b>Population with Gaelic Skills</b>	<b>Regional % of national Gaelic Skills</b>
<b>Scotland</b>	<b>87,056</b>	<b>100.0%</b>
Aberdeen and Aberdeenshire	5,895	6.8%
Ayrshire	2,823	3.2%
Borders	625	0.7%
Central	3,030	3.5%
Dumfries and Galloway	968	1.1%
Edinburgh and Lothians	7,355	8.4%
Fife	2,679	3.1%
Glasgow	11,089	12.7%
Highlands and Islands	38,845	44.6%
Lanarkshire	4,474	5.1%
Tayside	1,898	2.2%
West	6,196	7.1%
West Lothian	1,179	1.4%

Figures collected for SFC's Gaelic language plan 2009-14 suggest that there is some volatility from year to year in college sector provision of courses covering or including Gaelic and therefore on numbers of students. Figures on students of Gaelic in the university sector have been fairly stable (see tables below).

<b>Number of enrolments on college courses where Course Title or Gaelic indicator suggests course has Gaelic content</b>				
<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>1,281</b>	<b>1,581</b>	<b>1,125</b>	<b>1,162</b>	<b>1,249</b>

<b>Headcount of university students studying courses thought to contain Gaelic content, 2008-09 to 2012-13</b>				
<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>447</b>	<b>446</b>	<b>444</b>	<b>416</b>	<b>440</b>

Figures provided by Bòrd na Gàidhlig for school and pre-school participation in 2014-15 are given below. Even considered in broad terms, these may be taken as indicating several hundred young adults leaving school each year with the potential to use their Gaelic skills as they continue their careers in education and the workplace.

2014-15	<b>Locations</b>		<b>Pupils</b>			
	Gaelic provision		Gaelic-medium	Gaelic-medium education		Gaelic learner education
	<b>0-3</b>		<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>Secondary</b>
<b>Scotland</b>	<b>64</b>		<b>1,052</b>	<b>2,818</b>	<b>1,204</b>	<b>3,020</b>
Aberdeen City	1		-	31	-	-
Angus	0		0	-	0	0
Argyll and Bute	7		71	165	61	460
Clackmannanshire	1		0	0	0	0
Dumfries and Galloway	1		0	0	0	0
East Ayrshire	1		12	27	-	325
East Dunbartonshire	1		26	52	23	0
Edinburgh	2		65	253	80	-
Fife	1		0	0	0	0
Glasgow	3		135	505	238	0
Highland	26		330	861	376	1,469
Inverclyde	0		16	19	0	0
North Lanarkshire	2		43	163	68	-
Perth and Kinross	2		-	-	-	129
South Lanarkshire	1		15	65	23	-
Stirling	2		31	48	-	0
Western Isles	13		288	599	292	615
Other (sum of '-' cells above)	0		20	30	43	22

## The Scottish Funding Council

### *Description of SFC function and structure*

The Scottish Funding Council (SFC) was established by the Further and Higher Education (Scotland) Act 2005. This Act sets out the main governance framework within which we operate. In particular, it sets out our main duties and powers and the basic constitution of SFC.

SFC is a Non-Departmental Public Body (NDPB) of the Scottish Government and operates at 'arms-length' from the Government. The relationship between SFC and the Scottish Government is governed by a Management Statement and by a Financial Memorandum. The Management Statement describes in detail our relationship with the sponsoring directorate in the Scottish Government and its powers, functions and responsibilities. The Financial Memorandum sets out the terms and conditions which apply to the funds made available to us by Scottish Ministers.

### ***The SFC Board***

The Council's Board can consist of up to 16 members including the Chair, Professor Alice Brown, and the Chief Executive, Laurence Howells.

Members of the Council are appointed by the First Minister of the Scottish Parliament and have a collective responsibility for the proper conduct of the Council's affairs. They are appointed as individuals, not as representatives of organisations, and are expected to use the experience and knowledge gained in their own careers when taking decisions on the Council's behalf. The members are drawn from a range of backgrounds in the private and public sectors.

The Council meets five times a year and four times for strategic development meetings. Normally, one of these meetings is devoted entirely to consideration of long-term strategy issues. We publish our Council papers online after each meeting.

### ***SFC Committees***

The Council has established five Council committees to advise it on specific responsibilities or undertake specific functions; these meet either regularly on given cycles or as required. Two of these committees are established under statute: the Skills Committee (which also advises Skills Development Scotland) and the Research & Knowledge Exchange Committee. The other committees are: the Access & Inclusion Committee; the Audit & Compliance Committee; and the Remuneration Committee.

### ***SFC Executive***

The Council is served by an executive of around 115 staff (106 FTE) and is based in Haymarket, Edinburgh. The Council's Chief Executive is Laurence Howells.

The Executive is structured into four Directorates. These are responsible for:

- Access, Skills and Outcome Agreements (ASOA)
- Corporate Services (CS)
- Finance and Funding Policy (FFP)
- Research and Innovation (R & I)

### ***Gaelic Language Plan in the corporate structure***

Responsibility for Gaelic language policy lies within the Research & Innovation (R & I) Directorate. This Directorate leads and monitors activity relating to the SFC Gaelic language plan, including management of the strategic funds earmarked for Gaelic developments within institutions, and co-ordination of work on Gaelic in the context of colleges' and universities' outcome agreements.

Responsibilities of individual Directorates, and teams within them, are set out within this Gaelic language plan.

### ***Monitoring and reporting arrangements***

SFC's Chief Executive will be responsible ultimately for ensuring that the SFC delivers on the commitments set out in this Plan.

Our performance framework will include GLP progress and will be reported at Board level and senior management level.

The executive of SFC will make a summative report of progress against the Plan on an annual basis. This report will be made to the Chief Executive's Group (Chief Executive, Chief Operating Officer and Directors) in the first instance and to the Chair of Council.

On approval by the Chair and Chief Executive, an annual report will be made to Bòrd na Gàidhlig.

Responsibility for co-ordination of this reporting will rest with the Director of Research and Innovation.

### ***Internal Gaelic capacity audit***

- The linguistic profile of the authority
- *The number of employees undertaking Gaelic language skills training (personally or in the workplace) and the number who express an interest in doing so*

76 staff and two Council members (2015) have attended Gaelic awareness training.

In the lifetime of our previous Gaelic language plan:

- 26 people attended in-house introductory Gaelic courses (10 of these staff have now left)
  - 11 attended a Gaelic for Business course
  - 5 attended an Ùlpan taster session as part of our Staff Development Day 2014
  - 2 staff used their lifelong learning allowance for external Gaelic courses.
- *Number of employees who speak, read, write or understand Gaelic and the level of their language skills*

A survey of staff early in 2015 generated 88 responses (77%). Of these, the self-assessed Gaelic skill levels were:

Novice: 2

Preliminary: 35<sup>2</sup>

No ability: 51

Given the number of staff who are known to have attended Gaelic awareness and introductory Gaelic language courses, this suggests some under-reporting and some staff reticence about claiming or using early stage knowledge of the language. However, it also shows about one-third of staff acknowledge at least entry-level Gaelic.

- *The departments and/or locations within the organisation in which those identified above work*

Staff in all parts of SFC's executive have attended awareness or Gaelic courses and all Directorates have staff claiming at least preliminary knowledge of the language.

- *The number of posts that are already designated as ones in which Gaelic is an essential or desirable job skill*

Two posts have Gaelic as a specific desirable skill. Our general recruitment materials now note "... we are keen to encourage the development of skills amongst our staff in speaking and understanding Scottish Gaelic and we recognise it is beneficial for SFC to recruit new staff who have this ability and willingness to learn".

- The service or the internal processes that are already conducted through the medium of Gaelic

Given the lack of Gaelic skills among SFC's staff, no service or internal processes are conducted through the medium of Gaelic.

- The creation of an inventory of all existing Gaelic and bilingual material including publications, stationery, forms and online content

Standard materials with Gaelic elements comprise: our letterhead, compliments slips, business cards. The suite of Gaelic materials also includes office mugs and the banner/display board. Various publications, including the Gaelic language plan and annual report, include bilingual elements.

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<sup>2</sup> Preliminary = Can recognise, understand and potentially use a few everyday expressions and very basic phrases

Novice = Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal information). Can communicate in simple and routine matters.

## On-line content in Gaelic

- Access to Information
- Complaints against the Council
- Contact us (correspondence section)
- Gaelic language
  
- SFC's Gaelic language plan 2009-14
- Strategic plan 2012-15
- Annual report and accounts 2013-14 (foreword)
- Draft Gaelic language plan 2014-19 (consultation: document, web-form)
  
- New Scottish 'enlightenment' boosted by £5.29 million investment (news release)
- Scottish Funding Council publishes its first Gaelic Language Plan (news release)
- Funding Council provides vital resource for Gaelic language revival (news release)
  
- An audit of existing Gaelic and bilingual internal and external signs

There are 23 bilingual signs around SFC's offices.

<b>Sign</b>	<b>Location</b>	<b>Quantity</b>
Meeting Rooms	Ground Floor	7
Chief Executive's Office	Ground Floor	1
Entrance sign (Large over door)	Ground Floor	1
Entrance sign (Small on door)	Ground Floor	1
Large wall sign	Ground Floor	2
Disabled toilets and lift	Ground Floor	2
Reception	Ground Floor	1
Staff only sign	Ground Floor	1
Staff only sign	First Floor	2
Entrance sign (Small on door)	First Floor	2
Council name	Building Foyer	1
Meeting Rooms	First Floor	2
		23

- An assessment of the authority's translation and interpretation capacity

SFC contracts with an external translation service for materials in Gaelic as we do not have any staff with appropriate skills in Scottish Gaelic. Similarly, where interpretation is required, we contract with external interpreters.

### ***Commitment***

We will maintain viable data on the above resources.

### **Equality impact assessment**

SFC is updating its processes for equality impact assessments. This section will be completed once this is in place (early 2015-16).

Consultation responses from SFC staff noted the need for mitigation of certain proposals for staff with learning difficulties such as dyslexia.

## **Annex D: Summary of outcomes of public consultation**

SFC's draft GLP was published on the Council's website in Gaelic and in English for consultation on 7 August 2014. This was developed following consideration of the high-level aims agreed by Bòrd na Gàidhlig and the Scottish Government for SFC's next GLP, and exploration with the sector, partner bodies and with SFC staff.

The publication was announced in Gaelic and English via an SFC 'subscriber email' (which reached 779 addresses) and through a press notification. A further 85 individuals who had dealt with SFC on Gaelic issues were also contacted by email (27 in Gaelic and 58 in English). This included people within the college and university sectors, Gaelic officers in a range of public bodies including local authorities and other NDPBs, and representatives of a number of Gaelic-related organisations. Within SFC, the consultation was announced through our intranet homepage and through an 'everyone' email.

Responses were collected through a web-form, available in Gaelic and in English on SFC's website until 29 September 2014. Responses were also received by direct communication to SFC staff responsible for Gaelic policy. SFC staff had the opportunity to contribute through public means, through their union and through an internal workshop.

Twenty-five responses were received to our consultation, from colleges, universities and individuals, from SFC staff and from the SFC staff union. Twenty-four of these were in English, one in Gaelic.

Thirteen responses came through the SFC web-form and 12 were received directly. Nine came from universities, five from colleges, and six from SFC staff or their union. The remainder (5) were from individuals, other bodies or confidential. The responses were generally positive and supportive of the vision and direction set out in the draft plan. Constructive comments and suggestions were also made which have been incorporated into this version of the plan.

### **Comments on SFC's draft Gaelic language plan**

A selection of comments, paraphrased in some cases, is set out below. While it has not been appropriate in all cases to explicitly include these in the GLP, these views will be taken into account in the day-to-day implementation of our plan.

## ***Co-ordination***

- We note that funding is secured until 2017 but would welcome discussion around sustainability of funding and funded developments beyond that date, given our view that a **coherent national strategy** is needed, and that ensuring site-specific provision is in line with such a strategy requires a collaborative approach with long-term goals in view.
- Co-ordination of resources across tertiary education would be welcomed
- We are keen to develop further partnerships and SFC's assistance to colleges to engage with this would be welcome. We would also welcome SFC undertaking a co-ordination role to enable colleges delivering Gaelic to work collaboratively.
- We would be keen for the Scottish Funding Council to take a leading role in co-ordinating provision and planning across institutions, so that there are greater opportunities to discuss strategy at national level and to ensure that available funding targets agreed priorities.
- Meetings between SFC, BnG and the universities and their Gaelic officers either as a Group or individually would help frame the sector-wide context
- We are ... strongly in favour of growth in opportunities to learn Gaelic at both college and university level, particularly where these: are committed to national synergies (e.g. the development of coherent and nationally recognised progression routes and qualifications for adult learners), avoiding duplication of effort in some areas of provision and gaps in others.
- We welcome the commitment to coherent provision.... Succession planning represents a significant challenge. There is a need for advanced professional development and incentives for Gaelic-speaking professionals to encourage them to take on roles at various levels and in various contexts in colleges and universities to support the professionalisation of the next generation of Gaelic speakers in a range of sectors (education, media tourism, business administration, public policy). In particular, we see a need for more professional masters and professional doctorates focused on Gaelic in these sectors and would welcome a commitment from the SFC to extend funding to support and develop advanced level work in these contexts.

## ***Gaelic teacher education***

- We would welcome specific commitments from SFC to support initiatives in a) recruiting future Gaelic-medium secondary subject specialists and b) making provision for initial and continuing professional education for preschool practitioners and these areas.
- Include further information about if encouragement would be given to providers wishing to introduce new Gaelic ITE courses in the future

- Enthusiasm for discussing the training needs of the Gaelic-medium education sector (early years, primary, secondary and tertiary level) with the Scottish Funding Council and associated bodies
- We believe that the two most important sectors [for increasing provision], and ones in which SFC would make a difference, are adult education and teacher training. ... We suggest that it would be reasonable for Bòrd na Gàidhlig to request numerical targets from SFC for these sectors
- We consider that the commitment to ongoing targeted and ring-fenced places on Gaelic teacher education courses included within the plan is important.

### **Gaps**

- Other challenges include coherent adult provision with a focus on intermediate to advanced level language courses and a professional orientation, and the need to ensure that the range of provision (not just some elements, depending on location) is available across Scotland.
- We would suggest that in addition to increasing the number of courses available and maintaining current provision, that reference should be made to the careful planning for intermediate and advanced level classes. In order to ensure effective learning, high quality learning resources are needed. This is also related to corpus development.
- We believe the provision of funding to develop new courses ... should be in the context of a national plan, which identifies gaps in range of provision and - critically - in the location of provision. Given the Scotland-wide distribution of Gaelic speakers and of career opportunities for which Gaelic would be an asset, but limited educational provision at all levels, we believe there is a need for investment in state of the art distance learning provision and for distributed or franchised options
- If the HE sector is serious about contributing to the revitalisation of Gaelic more universities need to offer Gaelic courses
- Research and assessment of student and staff requirements, intentions and demands vis-a-vis Gaelic language skills in Scottish universities will be extremely useful in fulfilling your objectives.... It's important that this assessment will highlight people's needs and intentions in different regions, and carefully consider the beneficial effects that are hoped for in colleges in Gaelic-speaking areas (e.g. Sabhal Mòr Ostaig and Castle College, UHI) and in the ancient lowland universities.
- An extremely important objective is promoting a continuous timetable of research that will help elucidate social and local needs, thereby influencing language planning objectives for native speakers, learner networks or for education provision for mother tongue speakers of Gaelic

- If the SFC are to encourage extending provision at other colleges it would be important to ensure that this was done on a strategic basis which took account of existing provision
- We are strongly in favour of growth in opportunities to learn Gaelic at both college and university level, particularly where these:
  - i encourage and support learners to go beyond beginner level in the language, thus increasing the pool of learners with at least intermediate level competence, on which professional provision can be built;
  - ii promote professional destinations for learners - not only education, but also media, tourism, public policy and business administration - where Gaelic would be an asset, and develop provision to meet these needs;
  - iii are committed to national synergies (e.g. the development of coherent and nationally recognised progression routes and qualifications for adult learners), avoiding duplication of effort in some areas of provision and gaps in others.
- We are conscious of significant gaps in current adult provision, particularly in terms of opportunities for intermediate - advanced professional language development and adult literacy programmes in Gaelic and would support identification of the development of such provision through Outcome Agreements and other routes as appropriate.
- As part of the development of a national approach to adult language provision, we agree that the mapping of learning pathways between colleges and universities would be of considerable value, as would the mapping of learning pathways from undergraduate to postgraduate provision. In this latter case, it would be of particular interest to identify opportunities to encourage and support undergraduates to undertake joint degrees in Gaelic and another subject, with a view to becoming secondary subject specialists in GME.
- We are in favour of the development of coherent and nationally recognised progression routes and qualifications for adult learners with a particular focus on the development of professional language competence. Such provision would facilitate identification of future teacher candidates (both Gaelic learners and fluent speakers) with the potential to work in Gaelic-medium and also enable teacher education providers to plan for and provide appropriate language enhancement opportunities for student teachers intending to work in GME.

### ***Specialisms***

- Encourage colleges/universities with existing courses leading to qualifications in early-years education / speech and language therapy / educational psychology and other areas that would support Gaelic-medium education, to provide support for students interested in working in GME.

- There is a gap in providing specialist training to those who work with children who have difficulties in acquiring language and literacy (speech, language and literacy therapists) through the medium of Gaelic.... we would suggest that special training through the medium of Gaelic would help promote Gaelic-medium education among parents whose children have special needs. It would be possible for the Council to give support here by funding appropriate programmes in Scotland

### ***Vocational learning***

- Policies which aim to attract more school leavers to Gaelic courses and jobs would greatly add to the continuity of growth that was seen in the results of the 2011 population census
- Extending provision to meet the demands of adult Gaelic learners who want to be able to use their Gaelic language skills in a variety of learning situations meets the aims of the NGLP to 'normalise Gaelic' and provides colleges with the opportunity to participate in the delivery of this provision.
- An adult literacy programme for Gaelic would enable many fluent speakers of the language to gain the confidence needed to take up employment opportunities in a range of contexts, including (and particularly) in Gaelic-medium education. Such provision would constitute one response to the Scottish Funding Council's acknowledgment (p7) of the need for enhanced language skills for fluent speakers.

### ***Corpus***

- The development of a Gaelic corpus with a strong orientation to current and likely future professional demands is critical to the success of the revitalisation project. We are particularly conscious of the challenges presented by education in this regard, in terms of the development of appropriate terminology for secondary subject specialisations, but also for talking about education policy, curriculum, practice, aspects, and other areas of professional expertise. We envisage that there are similar challenges in other professional fields. Though we welcome the Scottish Funding Council's role in monitoring and advising existing projects such as Faclair na Gàidhlig and Soillse, we would be keen for an evaluation of the extent to which these existing projects are addressing this issue.
- The current range of commitments places a large focus upon translation only. The addition of support for projects which seek to strengthen the relevance and consistency of the language would be very welcome especially given BnaG's recently commissioned and completed research project on corpus planning.

### ***Institutional organisation***

- Encourage universities that currently do not have Gaelic officers to look to how feasible it would be for them to start a similar initiative
- We very much welcome actions to develop the language skills and awareness of SFC staff and suggest that such schemes and training opportunities could be shared with the wider sector. This would produce efficiency and generate a joined up approach to the Gaelic Language Plan whilst supporting institutions which may not be able to allocate resources to similar projects in their own institutions.
- We fully endorse the commitment to Gaelic awareness training for college and university senior management and see this as an opportunity to take forward national discussion around building capacity, increasing opportunities for Gaelic use, and creating the desire to use the language in a growing number of public contexts

### ***SFC staff***

- Service standard commitments sound very comprehensive. It might be worth making a certain period of Gaelic language training part of the conditions of employment - to take place during work hours and paid for by the employer. This needs to take place throughout the organisation and not just for people answering phones. There could be initiatives such as Gaelic coffee break when all employees are given 20 minutes once a week to get together and speak Gaelic - before skills develop, it could be a ten minutes mini-lesson - so some structure to the time given. This may sound contrived but opportunities need to be made for people to talk and listen to each other.
- We note the expectation that reception staff should be able to respond to Gaelic greetings. If this was not a contractual requirement of reception staff at the time of their employment, it cannot be made so retrospectively. .... It may be useful to clarify what is proposed as a general expectation of all staff and what is required as a specific duty.

### ***Logo***

- Could some clarity be included here as to the current position [on SFC's current bilingual identity]. What additional benefits to the language will be brought in or considered at the next rebranding? Will it be used across the organisation as standard?
- Disappointed at limited use of SFC's Gaelic/bilingual logo

### ***Communications***

- SFC might consider featuring some case studies of Gaelic projects in colleges and universities within internal communication publications ... [to] highlight

how SFC are supporting the language within institutions and ... provide a context for the role that Gaelic development has in further and higher education beyond regular courses

- SFC could consider releasing one or two items of news per year in Gaelic that are not necessarily related to Gaelic projects to further demonstrate commitment to, and normalisation of the language in our operations. This [is] as an opportunity to strengthen our relationship with the Gaelic media and in particular BBC ALBA and Radio nan Gàidheal; media platforms that are reporting on national and international stories through the medium of Gaelic but not necessarily always about the language.
- The commitment for a Gaelic presence on the SFC homepage is unduly weak

### ***Other***

- We note the absence of any discussion of the contribution which policy research and evaluation could make to the achievement of these aims and suggest that this is a significant gap to be addressed.
- What is meant by an active offer needs greater specificity
- Despite the fact that the Council does not have a direct influence on which courses are developed by college providers, we nevertheless suggest that numerical targets would be beneficial to your wider objectives. ... we would request that SFC include the number of adults in immersion courses or the number of new immersion courses in your complete plan after this consultation.
- An evaluation of the extent to which Soillse-funded research is contributing to the identification of policy priorities would be helpful