

Contents

| | |
|--|----|
| An Cùrsa Adhartais Modal a h-Aon (CA1) | 2 |
| An Cùrsa Adhartais Modal a Dhà (CA2) | 5 |
| An Cùrsa Adhartais Modal a Trì (CA3) | 8 |
| An Cùrsa Adhartais Modal a Ceithir (CA4) | 11 |
| An Cùrsa Adhartais Modal a Còig (CA5) | 14 |
| An Cùrsa Adhartais Modal a Sia (CA6)..... | 18 |
| Saoghal na Gàidhlig 1 | 22 |

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|---|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a h-Aon (CA1) |
| 2 | SITS Module Code |
| | UQ507211 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 15 |
| 5 | Module Leader (and contact details) |
| | Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - sm00mml@uhi.ac.uk Gilleasbuig Feargasdan - sm00gf@uhi.ac.uk Meg Bateman - sm00meg@uhi.ac.uk Gillebride Mac 'IlleMhaoil - sm01gm@uhi.ac.uk Muireall Urchadan - sm00mu@uhi.ac.uk Catriona Nic an t-Saoir - sm00cns@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic & Related Studies Scheme |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 1 Semester (S1) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 41 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. |
| | No limit on numbers |
| 13 | Pre-/Co-requisites |
| | Entry to level SCQF 7 of the Gaelic and Related Studies Scheme, which is at the discretion of the Centre. Successful completion of An Cùrsa Inntigidh, (Access to Gaelic Course), or demonstration of equivalent competence in Gaelic. Under normal circumstances, students will be required to start at module CA One and work sequentially to module CA Six. Modules cannot be selected at random. |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-----|-----------|
| Face to Face | % | __ hours |
| Video-conference | % | __ hours |
| Online | % | __ hours |
| Audio conference | % | __ hours |
| Self-directed study | 96% | 192 hours |

| | | |
|--------------------|-------------|------------------|
| Telephone tutorial | 4% | 8 hours |
| TOTAL | 100% | 200 hours |

| | |
|-----------|---|
| 15 | Assessment |
| | <p>1. Oral - prepared reading exercise 40% 2. Written assessment comprising grammar exercises and one short essay question. 60%</p> <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | % | __ hours; __ questions | Week __ |
| Essay/Report/Critique | % | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips |
| 19 | Quality Enhancement |
| | This module develops a student's ability to understand and communicate in Gaelic with other speakers to an increased level. Tutorials are held through the medium of Gaelic. |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further academic study; or securing a route to employment in teaching; media; community/language development. |

Section B

| | |
|-----------|---|
| 21 | <p>Module Summary</p> <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • introduce students to the future tense of regular verbs and their relative forms; • introduce students to inverted infinitive structures involving direct objects; • introduce students to the use of the preposition ‘ann’ with possessive adjectives to form ‘nam/nad’ structures in non-abstract contexts; • develop the student's familiarity with new vocabulary to illustrate structures and reinforce structures already introduced. |
| 22 | <p>Module Keywords</p> <p>Gaelic; Gàidhlig</p> |
| 23 | <p>Module Learning Outcomes</p> <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the future tense of regular verbs and their relative forms; 2. use inverted infinitive structures involving direct objects; 3. use the preposition ‘ann’ with possessive adjectives to form ‘nam/nad’ structures in non-abstract contexts; 4. use new vocabulary to illustrate structures and reinforce structures already introduced. |
| 24 | <p>Indicative Content</p> <p>Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown.</p> <p>Lesson 1 – Inverted infinitive constructions i) Inverted infinitive constructions with verbs whose initial letter is a leniting consonant; ii) Using the structure, <i>Tha X a’ còrdadh ri Y</i>, to express satisfaction/enjoyment.</p> <p>Lesson 2 – Regular verbs in the future tense/Inverted infinitives (contd.) i) Future tense forms of regular verbs whose initial letter is a leniting consonant.</p> <p>Lesson 3 – Regular verbs in the future tense/Inverted infinitives (contd.) i) Future tense forms of regular verbs whose initial letter is a vowel; ii) Inverted infinitive constructions with verbs whose initial letter is a vowel.</p> <p>Lesson 4 – Regular verbs in the future tense/Inverted infinitives (contd.) i) Future tense forms of regular verbs whose initial letter is ‘f’; ii) Inverted infinitive constructions with verbs whose initial letter is ‘f’; iii) Introducing <i>nam/nad</i> structures in non-abstract contexts to say: <i>in my/in your/in his/in her</i>.</p> <p>Lesson 5 – Irregular verbs in the future tense/Inversion with pronouns iii) Extending <i>nam/nad</i> structures in non-abstract contexts to say: <i>in our/in your/in their</i>.</p> |

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|---|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a Dhà (CA2) |
| 2 | SITS Module Code |
| | UQ507212 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 15 |
| 5 | Module Leader (and contact details) |
| | Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - sm00mml@uhi.ac.uk Gilleasbuig Feargasdan – sm00gf@uhi.ac.uk Meg Bateman – sm00meg@uhi.ac.uk Gillebride Mac 'IlleMhaoil - sm01gm@uhi.ac.uk Muireall Urchadan – sm00mu@uhi.ac.uk Catriona Nic an t-Saoir – sm00cns@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic & Related Studies Scheme |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 1 Semester (S1) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 36 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. No limits on numbers. |
| 13 | Pre-/Co-requisites |
| | Successful completion of Module CA1 |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-----|-----------|
| Face to Face | % | __ hours |
| Video-conference | % | __ hours |
| Online | % | __ hours |
| Audio conference | % | __ hours |
| Self-directed study | 96% | 192 hours |
| Telephone tutorial | 4% | 8 hours |

| | | |
|--------------|-------------|------------------|
| TOTAL | 100% | 200 hours |
|--------------|-------------|------------------|

| | |
|-----------|--|
| 15 | Assessment |
| | <p>1. Oral - extempore conversation 40%</p> <p>2. Written assessment comprising grammar exercises and one short essay question. 60%</p> <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | % | __ hours; __ questions | Week __ |
| Essay/Report/Critique | % | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips |
| 19 | Quality Enhancement |
| | This module develops a student's ability to understand and communicate in Gaelic with other speakers to an increased level. Tutorials are held through the medium of Gaelic. |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further academic study; or securing a route to employment in teaching; media; community/language development. |

Section B

| | |
|-----------|---|
| 21 | Module Summary |
| | <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • develop the student's ability to use the future tense of irregular verbs and their relative forms; • develop the student's ability to use personal pronouns in the context of inverted infinitive structures; • develop the student's ability to use the 'nam/nad' structure in an abstract context and in relation to professions; • introduce new vocabulary to illustrate structures and reinforce structures already introduced. |
| 22 | Module Keywords |
| | Gaelic, Gàidhlig |
| 23 | Module Learning Outcomes |
| | <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the future tense of irregular verbs and their relative forms; 2. demonstrate the use of personal pronouns in the context of inverted infinitive structures; 3. demonstrate the use of the 'nam/nad' structure in an abstract context and in relation to professions; 4. use new vocabulary to illustrate structures and reinforce structures already introduced. |
| 24 | Indicative Content |
| | <p>Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown.</p> <p>The module content is organised as follows (main language structures only):</p> <p>Lesson 1 – Irregular verbs in the future tense/Nam/nad structures (contd.) i) Introducing <i>nam/nad</i> structures in abstract contexts such as occupations; ii) Future tense forms of the irregular verbs <i>abair</i> (say) and <i>dèan</i> (do).</p> <p>Lesson 2 – Irregular verbs in the future tense/Inversion with pronouns i) Future tense forms of the irregular verbs <i>faic</i> (see), <i>cluinn</i> (hear) and <i>rach/theirig</i> (go); ii) Using inverted infinitive constructions with pronouns (him/her/them) as objects.</p> <p>Lesson 3 – Irregular verbs in the future tense/Inversion with pronouns i) Future tense forms of the irregular verbs <i>thoir</i> (give), and <i>faigh</i> (get); ii) Using inverted infinitive constructions with pronouns (us/you) as objects.</p> <p>Lesson 4 – Irregular verbs in the future tense/Inversion with pronouns i) Future tense forms of the irregular verb <i>thig</i> (come); ii) Using inverted infinitive constructions with pronouns (me/you) as objects.</p> <p>Lesson 5 – Inversion with pronouns (contd.) i) Reinforcing the use of inverted infinitive constructions with pronouns as objects.</p> |

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|---|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a Trì (CA3) |
| 2 | SITS Module Code |
| | UQ507213 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 15 |
| 5 | Module Leader (and contact details) |
| | Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - sm00mml@uhi.ac.uk Gilleasbuig Feargasdan – sm00gf@uhi.ac.uk Meg Bateman – sm00meg@uhi.ac.uk Gillebride Mac 'IlleMhaoil - sm01gm@uhi.ac.uk Muireall Urchadan – sm00mu@uhi.ac.uk Catriona Nic an t-Saoir – sm00cns@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic & Related Studies Scheme |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 1 Semester (S1) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 34 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. |
| | None |
| 13 | Pre-/Co-requisites |
| | Successful completion of Module CA2 |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-----|-----------|
| Face to Face | % | __ hours |
| Video-conference | % | __ hours |
| Online | % | __ hours |
| Audio conference | % | __ hours |
| Self-directed study | 96% | 192 hours |

| | | |
|--------------------|-------------|------------------|
| Telephone tutorial | 4% | 8 hours |
| TOTAL | 100% | 200 hours |

| | |
|-----------|--|
| 15 | Assessment |
| | <p>1. Oral - prepared monologue 40% 2. Written assessment comprising grammar exercises and one short essay question. 60%</p> <p>Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module.</p> |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | % | __ hours; __ questions | Week __ |
| Essay/Report/Critique | % | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips |
| 19 | Quality Enhancement |
| | This module develops increased communicative ability in Gaelic. Tuition is through the medium of Gaelic in weekly group tutorials. |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further academic study; or securing a route to employment in teaching; media; community/language development. |

Section B

| | |
|-----------|--|
| 21 | Module Summary |
| | <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • develop the student's ability to use the perfect tense to recall past events; • develop the student's ability to use the pluperfect and future perfect tense; • introduce a range of supporting language structures to enable students to express abilities or compulsion and the various way to say 'because'; • develop the student's ability to use past participles of a verb; • introduce the counting system when referring to people; • expand the student's portfolio of prepositional pronouns; • develop the student's ability to use compound prepositions combined with personal pronouns; • introduce new vocabulary to illustrate structures and reinforce structures already introduced. |
| | |
| 22 | Module Keywords |
| | Gaelic; Gàidhlig |
| | |
| 23 | Module Learning Outcomes |
| | <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the perfect tense to recall past events; 2. use the pluperfect and future perfect tense; 3. use a range of supporting language structures to express abilities or compulsion and the various ways to say 'because'; 4. use past participles of a verb; 5. use the counting system when referring to people; 6. demonstrate the use of a wider range of prepositional pronouns; 7. use compound prepositions combined with personal pronouns; 8. use new vocabulary to illustrate structures and reinforce structures already introduced. |
| | |
| 24 | Indicative Content |
| | Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown. |
| | <p>The module content is organised as follows (main language structures only):</p> <p>Lesson 1 – The verb <i>bi</i> (to be) in the perfect tense i) Perfect tense forms of the verb <i>bi</i> (to be) - <i>air a bhith</i>; ii) Introducing compound preposition structures with personal pronouns, e.g. <i>mu mo dheidhinn, air ar son</i>, etc</p> <p>Lesson 2 – Verbs in the perfect tense i) Perfect tense verb forms using inverted infinitive constructions - <i>Tha X air Y a dhèanamh</i>; ii) Introducing <i>dìthis/triùir/ceathrar</i> etc forms to count people.</p> <p>Lesson 3 – Perfect tense structures with personal pronouns as objects i) Perfect tense forms in the structure: <i>Tha X air mo/do/a/a/ar/ur/an + dhèanamh</i>;</p> <p>Lesson 4 – Plu-perfect and Future perfect forms i) Introducing the structures: <i>Bha X air Y a dhèanamh/Bidh X air Y a dhèanamh</i>.</p> |

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|---|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a Ceithir (CA4) |
| 2 | SITS Module Code |
| | UQ507214 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 15 |
| 5 | Module Leader (and contact details) |
| | Murchadh MacLeòid Tel: 01471 888312 sm00mml@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - sm00mml@uhi.ac.uk Gilleasbuig Feargasdan – sm00gf@uhi.ac.uk Meg Bateman – sm00meg@uhi.ac.uk Gillebrìde Mac 'IlleMhaoil - sm01gm@uhi.ac.uk Muireall Urchadan – sm00mu@uhi.ac.uk Catrìona Nic an t-Saoir – sm00cns@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic & Related Studies Scheme |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 1 Semester (S1) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 32 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. No limits on numbers |
| 13 | Pre-/Co-requisites |
| | Successful completion of Module CA3 |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-----|-----------|
| Face to Face | % | __ hours |
| Video-conference | % | __ hours |
| Online | % | __ hours |
| Audio conference | % | __ hours |
| Self-directed study | 96% | 192 hours |

| | | |
|--------------------|-------------|------------------|
| Telephone tutorial | 4% | 8 hours |
| TOTAL | 100% | 200 hours |

| | |
|-----------|---|
| 15 | Assessment |
| | 1. Oral - extempore conversation 40% 2. Written assessment comprising grammar exercises and one short essay question. 60% Students must attain a minimum mark of 30% in both strands of the assessment and an average of 40% overall in order to pass the module. |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | % | __ hours; __ questions | Week __ |
| Essay/Report/Critique | % | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips |
| 19 | Quality Enhancement |
| | This module develops increased communicative ability in Gaelic. Tuition is through the medium of Gaelic in weekly group tutorials. |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further academic study; or securing a route to employment in teaching; media; community/language development. |

Section B

| | |
|-----------|---|
| 21 | Module Summary |
| | <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • develop the student's ability to use the conditional tense of the verb 'to be' and its relative forms; • develop the student's ability to use the conditional tense of regular verbs and their relative forms; • develop the student's ability to use the conditional tense of two irregular verbs and their relative forms; • develop the student's ability to use the emphatic structure 'S ann/ Chan ann; • extend the student's repertoire of simple prepositions and their prepositional pronoun forms; • develop the student's ability to use prepositions as objects in question formats; • introduce new vocabulary to illustrate structures and reinforce structures already introduced. |
| 22 | Module Keywords |
| | Gaelic; Gàidhlig |
| 23 | Module Learning Outcomes |
| | <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the conditional tense of the verb 'to be' and its relative forms; 2. use the conditional tense of regular verbs and their relative forms; 3. use the conditional tense of two irregular verbs and their relative forms. 4. use the emphatic structure 'S ann/ Chan ann. 5. demonstrate a wider repertoire of simple prepositions and their prepositional pronoun forms. 6. use prepositions as objects in question formats. <p>use new vocabulary to illustrate structures and reinforce structures already introduced.</p> |
| 24 | Indicative Content |
| | <p>Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown.</p> <p>The module content is organised as follows (main language structures only):</p> <p>Lesson 1 – The verb <i>bi</i> (to be) in the Conditional Tense i) Introducing conditional tense forms of the verb <i>bi</i> (to be) - <i>Bhiodh/Cha bhiodh</i>, etc.</p> <p>Lesson 2 – The verb <i>bi</i> (to be) in the Conditional Tense (contd.) i) Introducing conditional tense forms of the verb <i>bi</i> (to be) when expressed as first-person singular forms - <i>Bhithinn/Cha bhithinn</i>, etc.</p> <p>Lesson 3 – Regular verbs in the Conditional Tense i) Introducing conditional tense forms of regular verbs - <i>Ghabhadh, Dh'òladh</i>, etc.</p> <p>Lesson 4 – Some irregular verbs in the Conditional Tense i) Introducing conditional tense forms of the irregular verbs <i>dèan</i> (do) and <i>cluinn</i> (hear).</p> |

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|--|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a Còig (CA5) |
| 2 | SITS Module Code |
| | UQ507221 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 20 |
| 5 | Module Leader (and contact details) |
| | Murchadh M. MacLeòid - mml.smo@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - mml.smo@uhi.ac.uk 01471-888-312 Gilleasbuig Feargasdan - gf.smo@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic Tier 1/Arts, Humanities and Business Tier 2 |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 1 Semester (S1) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 31 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. |
| | None |
| 13 | Pre-/Co-requisites |
| | An Cùrsa Adhartais Modal a Ceithir (CA4) |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-------------|------------------|
| Face to Face | 0% | __ hours |
| Video-conference | 0% | __ hours |
| Online | % | __ hours |
| Audio conference | 0% | __ hours |
| Self-directed study | 95% | 190 hours |
| Telephone tutorial | 5% | 10 hours |
| TOTAL | 100% | 200 hours |

| | |
|-----------|--|
| 15 | Assessment |
| | <p>1. Oral - unrehearsed monologue in response to auditory source 40%</p> <p>2. Written assessment comprising grammar exercises and one short essay 60%</p> <p>N.B. The overall pass mark for this module is 50%. Students must attain a minimum mark of 30% in both strands of the assessment and an average of 50% overall in order to pass the module. Students with less than 50% but more than 40% overall, who meet all other requirements, though not permitted to progress to the subsequent level (SCQF 8), may be eligible for an award of CertHE.</p> |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | % | __ hours; __ questions | Week __ |
| Essay/Report/Critique | % | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | Include any specific software or other equipment / facilities students will require to undertake this module. |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips |
| | |
| 19 | Quality Enhancement |
| | Any specific enhancement activity associated with the module. |
| | N/A |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further academic study; or securing a route to employment in teaching; media; community/language development. |

Section B

| | |
|-----------|---|
| 21 | Module Summary |
| | Brief description |
| | <p>The purpose of this module is to reinforce, extend and apply the language skills developed in earlier Cùrsa Adhartais modules CA1 - CA4 and, prior to that, in An Cùrsa Inntrigidh, the SMO access course which provides An Cùrsa Adhartais with the vast majority of its intake.</p> <p>The specific aims of this module are to:</p> <ul style="list-style-type: none"> • introduce the conditional tense of the most common irregular verbs; • introduce the expression of imminent events using the 'gu bhith' structure; • extend the student's repertoire of simple prepositions and their prepositional pronoun forms; • introduce the use of subordinating conjunctions; • introduce the study of formal registers using impersonal passive forms of the verb 'to be' in all its tenses and relative forms; • introduce the linking of relative clauses based on prepositional phrases; • develop the expression of habitual practices using the form 'B' àbhaist'; • extend the use of formal registers using the passive form with 'ga' forms. |
| 22 | Module Keywords |
| | Gaelic; Gàidhlig |
| 23 | Module Learning Outcomes |
| | Ideally, three outcomes only |
| | <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. use the conditional tense of the most common irregular verbs; 2. use formal registers based on impersonal passive forms of the verb 'to be'; 3. link relative clauses based on prepositional phrases; 4. use formal registers based on passive constructions with 'gam/gad' forms. |
| 24 | Indicative Content |
| | Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown. |
| | <p>The module content is organised as follows (main language structures only):</p> <p>Lesson 1 – Irregular verbs in the conditional tense</p> <ol style="list-style-type: none"> i) Forms of the verb <i>abair/can</i> (say); ii) Forms of the verb <i>thig</i> (come); iii) Using <i>gu bhith</i> (going to be) to express imminent events; iii) Using <i>gun</i> to say “without (doing) something”; iv) Using <i>Dè nan/Dè nam</i> structures to say “what if”. <p>Lesson 2 - Irregular verbs in the conditional tense</p> <ol style="list-style-type: none"> i) Forms of the verb <i>rach/theirig</i> (go); ii) Forms of the verb <i>faic</i> (see); iii) Forms of the verb <i>thoir</i> (give); iv) Forms of the verb <i>faigh</i> (get). <p>Lesson 3 – Impersonal verb forms and introduction to formal registers of speech</p> <ol style="list-style-type: none"> i) Impersonal forms of the verb <i>bi</i> (to be) to talk formally; ii) Linking two parts of a complex sentence with prepositional phrases such as “in which”, “by whom”, etc. <p>Lesson 4 – Passive constructions and formal registers of speech continued</p> <ol style="list-style-type: none"> i) Using the <i>gam/gad</i> construction to indicate something is/was/will be being done; ii) Expressing habitual practice using the form <i>B' àbhaist</i>. |

| | |
|--|--|
| | |
|--|--|

Library Learning Resources

Format under review, current version appended

All learning materials provided in course pack.

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|---|
| 1 | Module Title |
| | An Cùrsa Adhartais Modal a Sia (CA6) |
| 2 | SITS Module Code |
| | UQ507222 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 20 |
| 5 | Module Leader (and contact details) |
| | Murchadh M. MacLeòid - mml.smo@uhi.ac.uk |
| 6 | Module Team Members (and contact details if applicable) |
| | Murchadh M. MacLeòid - mml.smo@uhi.ac.uk 01471-888-312 Gilleasbuig Feargasdan – gf.smo@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic/Gaelic and Related Studies Scheme (GRSS) |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic Tier 1/Arts, Humanities and Business Tier 2 |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards. |
| 10 | Semester |
| | 2 Semesters (SC) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-crust-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| | 26 |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. No limit on numbers |
| 13 | Pre-/Co-requisites |
| | An Cùrsa Adhartais Modal a Còig (CA5) |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|---------------------|-------------|------------------|
| Face to Face | % | __ hours |
| Video-conference | % | __ hours |
| Online | % | __ hours |
| Audio conference | % | __ hours |
| Self-directed study | 95% | 190 hours |
| Telephone tutorial | 5% | 10 hours |
| TOTAL | 100% | 200 hours |

| | | |
|-----------|---|------------|
| 15 | Assessment | |
| | <p>1. Two oral presentations conveying the same information, e.g. an item from a news programme, to different target audiences: one formal, one informal (Students will submit script for formal presentation and this will form part of the assessment.)</p> | 50% |
| | <p>2. Written assessment Gaelic grammar, with emphasis on higher language registers, passive constructions and modern Gaelic orthographic conventions</p> | 50% |
| | <p>N.B. The overall pass mark for this module is 50%. Students must attain a minimum mark of 30% in both assessments and an average of 50% overall in order to pass the module. Students with less than 50% but more than 40% overall, who meet all other requirements, though not permitted to progress to the subsequent level (SCQF 8), may be eligible for an award of CertHE.</p> | |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|--------------------------|------------|
| Examination (open/closed) | % | ___ hours; ___ questions | Week ___ |
| Essay/Report/Critique | % | ___ words | Week ___ |
| Groupwork | % | | Week ___ |
| Practical | % | | Week ___ |
| Oral Presentation | % | ___ minutes | Week ___ |
| Other... | % | | Week ___ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | | | | | | | | |

| | |
|-----------|---|
| 17 | Specialist Learning Resources |
| | Include any specific software or other equipment / facilities students will require to undertake this module. |
| | All Course materials will be available to students on-line from Sabhal Mòr Ostaig. Students could access learning centre libraries when appropriate. It is essential that students have access to suitable ICT equipment in order to download or use course materials, and to receive and send correspondence including written and oral assessments. |
| 18 | Additional Costs to Students |
| | Give details of any additional costs for students taking this module e.g. field trips N/A |
| 19 | Quality Enhancement |
| | Any specific enhancement activity associated with the module. N/A |
| 20 | Employability / Graduate skills |
| | Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability |
| | Developing fluency and literacy in Gaelic, thereby enhancing opportunities for further |

academic study; or securing a route to employment in teaching; media; community/language development.

Section B

| | |
|-----------|--|
| 21 | Module Summary |
| | Brief description [200 words or less] |
| | <p>The purpose of this module is to reinforce, extend and apply the language skills developed in earlier Cùrsa Adhartais modules CA1 - CA5 and, prior to that, in An Cùrsa Inntrigidh, the SMO access course which provides An Cùrsa Adhartais with the majority of its intake. There is a particular emphasis on tying in the new language structures introduced in this module with a developing understanding of formal or upper registers of language and awareness of when such registers are appropriate, and of the appropriate use of neologisms, to enable the student to communicate in Gaelic both orally and in writing, in formal, professional, academic or business contexts.</p> <p>The specific aims of this module are to:</p> <ul style="list-style-type: none"> • develop the student's ability to express finite tenses in their passive structures, based on forms of the verb <i>bi</i> (to be) and on forms of the verb <i>rach/theirig</i> (to go); • develop the student's ability to use the above structures with personal pronouns; • introduce supplementary phrases to enable students to express compulsion. • extend the student's bank of simple prepositions and their prepositional pronoun forms. |
| 22 | Module Keywords |
| | Three keywords [for search engines] |
| | Gaelic; Gàidhlig |
| 23 | Module Learning Outcomes |
| | Ideally, three outcomes only |
| | <p>On successful completion of this module students should be able to:</p> <ol style="list-style-type: none"> 1. express finite tenses in their passive structures, based on forms of the verb <i>bi</i> (to be); 2. express finite tenses in their passive structures, based on forms of the verb <i>rach/theirig</i> (to go); 3. use a variety of phrases to express that one has to do, should do, or is compelled to do something; 4. demonstrate an understanding of, and an ability to select, different language registers for use in suitable contexts in Gaelic. |
| 24 | Indicative Content |
| | Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown. |
| | <p>The module content is organised as follows (main language structures only):</p> <p>Lesson 1 – Finite tenses in their passive forms based on the verb <i>bi</i> (to be)</p> <ol style="list-style-type: none"> i) Using forms of the verb <i>bi</i> (to be) to say something has been/was/will be done; ii) Using <i>Tha/Bidh agam ri...</i> to say someone has to/had to/will have to do something; iii) Using <i>Bu chòir</i> forms to say someone should do/should have done something. <p>Lesson 2 – Finite tenses in their passive forms based on the verb <i>bi</i> (to be)</p> <ol style="list-style-type: none"> i) Using forms of the verb <i>bi</i> (to be) to say something has been/was/will be done to someone, expressing their identity in personal pronoun form (me/you/he/she, etc); ii) Using <i>B' fheadar/S fheadar</i> forms to say someone was/will be compelled to do something. <p>Lesson 3 – Finite tenses in their passive forms based on the verb <i>rach/theirig</i> (to go)</p> |

| |
|---|
| i) Using forms of the verb <i>rach/theirig</i> (to go) to say something was/will be done; |
|---|

Lesson 4 – Finite tenses in their passive forms based on the verb *rach/theirig* (to go)

| |
|--|
| i) Using forms of the verb <i>rach/theirig</i> (to say) to say something was/will be done to someone, expressing their identity in personal pronoun form (me/you/he/she, etc); |
|--|

Section C

Library Learning Resources

Format under review, current version appended

All learning materials provided in course pack.

Module Descriptor and Learning Resources (CUR03)

Section A

| | |
|-----------|--|
| 1 | Module Title |
| | Saoghal na Gàidhlig 1 |
| 2 | SITS Module Code |
| | UQ507230 |
| 3 | SCQF Level |
| | 7 |
| 4 | SCQF Credit Points |
| | 20 |
| 5 | Module Leader (and contact details) |
| | Dr Gillian Munro sm00gm@uhi.ac.uk 01471-888-311 |
| 6 | Module Team Members (and contact details if applicable) |
| | Gavin Parsons - sm00gp@uhi.ac.uk Alasdair MacMhaoirn - sm00amm@uhi.ac.uk |
| 7 | Subject Network/Scheme |
| | Humanities and Gaelic Subject Network / Gaelic and Related Studies Scheme |
| 8 | Exam Board and Exam Board Sub-Group |
| | Gaelic Tier 1/Arts, Humanities and Business Tier 2 |
| 9 | Date of Module Start/Most Recent Revision |
| | Approval February 2012 for delivery in 2012/13 onwards |
| 10 | Semester |
| | 1 Semester (S2) |
| 11 | Student Numbers in Previous Academic Session (if applicable) |
| | Use Core Reports on UHI Records http://mis-cryst-ol.uhi.ac.uk/eVisionReports/CoreReportsHome.html |
| 12 | Minimum/Maximum Student Numbers |
| | Maximum numbers may only be stated where there are physical limits on group numbers or health & safety considerations, eg lab space, available equipment / facilities. |
| | None |
| 13 | Pre-/Co-requisites |
| | Access to this module is at the discretion of the centre/institution. |
| 14 | Mode of Study |
| | Give estimate of proportions of mode of study, but also highlight <u>main</u> mode of study. |

| | | |
|--|-------------|------------------|
| Face to Face Video-conference Online Audio conference | 12% | 24 hours |
| Self-directed study | 88% | 176 hours |
| Other... | % | __ hours |
| TOTAL | 100% | 200 hours |

| | |
|-----------|--|
| 15 | Assessment |
| | 1. Themes 1-2: short answer questions 40% |

| | |
|--|---|
| | <p>2. Theme 3: Individual Written Project and Oral Presentation 60%</p> <p>(Students will be provided with guidance on correct referencing of sources and this will form part of the assessment)</p> <p>Students must attain a minimum mark of 30% in both assessments and an average of 40% overall in order to pass the module.</p> |
| | |

| TYPE | WEIGHT | STYLE | SUBMISSION |
|---------------------------|--------|------------------------|------------|
| Examination (open/closed) | 40% | __ hours; __ questions | Week __ |
| Essay/Report/Critique | 60% | __ words | Week __ |
| Groupwork | % | | Week __ |
| Practical | % | | Week __ |
| Oral Presentation | % | __ minutes | Week __ |
| Other... | % | | Week __ |

| | | | | | | | | | | | | | | | | | |
|-----------|-------------------------------|--------------|-------------------|----------------------|------------------------|------------|---------------|------------|---------------|------------------|------------------|-------------|--------------|---------------|--------------|-------------|----------------|
| 16 | Experiential Education | | | | | | | | | | | | | | | | |
| | Tick all that apply | | | | | | | | | | | | | | | | |
| | Capstone Course | Case Studies | Clinical Practice | Community Engagement | Co-operative Education | Field Trip | Guest Lecture | Internship | Job Shadowing | Research Project | Service Learning | Simulations | Study Abroad | Summer School | Volunteering | Competition | Work Placement |
| | | | | | | | | | | X | | | | | | | |

| | |
|-----------|--|
| 17 | Specialist Learning Resources |
| | <p>Include any specific software or other equipment / facilities students will require to undertake this module.</p> <p>Library/Learning Resource Centre with bibliographical facilities.</p> <p>Staff and students require access to WWW and the UHI Intranet. Participating institutions will be encouraged to devise /adapt their own materials for the local input.</p> <p>Staff and students to be given licensed access to SCRAN on-line resources.</p> <p>Other: SCRAN & National Museums of Scotland Resources: Gàidheil Alba - Multi-media CD-ROM; The Vikings CD-ROM</p> |
| 18 | Additional Costs to Students |
| | <p>Give details of any additional costs for students taking this module e.g. field trips</p> <p>None</p> |
| 19 | Quality Enhancement |
| | <p>Any specific enhancement activity associated with the module.</p> <p>This module is delivered through the medium of Gaelic.</p> |
| 20 | Employability / Graduate skills |
| | <p>Academic, practical, vocational and/or life skills developed within the module and how they enhance student employability</p> <p>Further academic study; teaching; media; community/language development</p> |

Section B

| | |
|-----------|---|
| 21 | Module Summary |
| | Brief description [200 words or less] |
| | <p>This module is delivered through the medium of Gaelic.</p> <p>The main purpose of this module is to provide students with a broad-based multi-disciplinary view of the Scottish Gàidhealtachd and, by applying the basic methodologies of various disciplines such as history, geography and economics, to enable students to gain a greater understanding of the local area.</p> <p>The aims of the module are to:</p> <ul style="list-style-type: none"> • develop an appreciation of the diverse nature of Highland and Island communities from a variety of perspectives; • develop a basic understanding of cultural, historical, geographical and linguistic factors which have shaped communities within the Highlands and Islands; • raise awareness of some of the key institutions and issues affecting the Highlands and Islands; • develop an understanding of the relationship between identity and place; • develop a better understanding of a local community through undertaking an interdisciplinary case study and applying the lessons of the course work. <p>The module will prepare students for SCQF Level 8 modules within the Gaelic and Related Studies Scheme.</p> |
| 22 | Module Keywords |
| | Three keywords [for search engines] |
| | Gàidhlig; coimhearsnachd; Gàidhealtachd |
| 23 | Module Learning Outcomes |
| | <p>The learning outcomes of this module are informed by the QAA Benchmark Standards relevant to Area Studies in terms of subject-specific and generic skills.'</p> <p>On completion of the module students should be able to:</p> <ol style="list-style-type: none"> 1. identify and explain the main historical, social and cultural differences between various areas of the Highlands and Islands; 2. demonstrate an understanding of the main factors, including the cultural, historical, geographical and linguistic, which have shaped the Highlands and Islands; 3. demonstrate an awareness of political, social, cultural and economic issues which are of central importance to the Highlands and Islands today; 4. demonstrate an understanding of those influences which contribute to maintaining and generating a sense of identity and place within the Highlands and Islands; 5. apply the knowledge and understanding gained from the module to the selection and undertaking of a project on some aspect of a local community with sources correctly referenced on some aspect of a local community. <p>Language Learning Outcomes:</p> <p>On completion of this module, students should be able to:</p> <ul style="list-style-type: none"> • demonstrate that their Gaelic vocabulary extends to the requirements of this module regarding terminology and concepts; • demonstrate that they have the requisite oral communication skills in Gaelic to discuss current issues within the Highlands and Islands; • demonstrate that their language capabilities in Gaelic are sufficient to cope with content delivered through the medium of Gaelic. |
| 24 | Indicative Content |
| | Indicate main themes and concepts, not a week-to-week breakdown or learning outcome breakdown. |

| | |
|--|--|
| | <p>The module content is organised as follows:</p> <p>Introduction – Overview of module and introduction of disciplines to be covered.</p> <p>Theme 1 - History</p> <ul style="list-style-type: none"> i) Founding Peoples - Historical & Cultural evidence; ii) The History of the Gaelic language in Scotland; iii) The Loss of the Highlands and Islands autonomy to the Scottish State; iii) Clanship and Its Destruction; iv) The Emergence of the Modern Highlands and Islands <p>Theme 2 - Revitalisation</p> <ul style="list-style-type: none"> i) Gaelic - past, present and future prospects; ii) The development of Gaelic culture; iii) Cultural renaissance from the 20th Century; iv) Political developments from the 20th Century. <p>Theme 3 - Local Study</p> <p>Detailed interdisciplinary study of a local area within the Highlands and Islands. (Individual Project)</p> |
|--|--|