



**NCCA**

An Chomhairle Náisiúnta  
Curaclaim agus Measúnachta  
National Council for  
Curriculum and Assessment

# Guidelines to support the completion of the Portfolio in Action Additional Assessment Component

Leaving Certificate Life,  
Community and Work

December 2025

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## Introduction

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This document, *Guidelines to support the completion of the Portfolio in Action Additional Assessment Component*, provides guidance and support to those engaging with the Portfolio in Action Additional Assessment Component (AAC) as part of the Leaving Certificate Life, Community and Work specification. It provides guidance on the process for engaging with the Portfolio in Action AAC including:

- support for developing a digital portfolio for Leaving Certificate Life, Community and Work and how this relates to the Portfolio in Action AAC
- details of the nature and scope of the Portfolio in Action AAC, as outlined in the curriculum specification for Leaving Certificate Life, Community and Work
- guidance for schools, teachers and students on undertaking, completing and submitting Portfolio in Action
- information on the role of schools and teachers in supporting students with both their digital portfolio and the Portfolio in Action AAC
- descriptors of quality for the Portfolio in Action AAC.

These guidelines should be used in conjunction with the curriculum specification for Leaving Certificate Life, Community and Work which can be accessed at [Senior Cycle Subjects | Curriculum Online](#).

A brief for the conduct of the Portfolio in Action AAC will be published annually by the State Examinations Commission (SEC) in Term One of Year Two.

## Assessment for Certification in Leaving Certificate Life, Community and Work

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Assessment for certification is based on the rationale, aims and learning outcomes of the Leaving Certificate Life, Community and Work specification. There are two assessment components: a written examination and an Additional Assessment Component, Portfolio in Action. Both the written examination and the Portfolio in Action AAC will be at common level. Each component will be set and examined by the State Examinations Commission (SEC).

**Table 1: Overview of assessment for certification**

Assessment component	Weighting	Level
Portfolio in Action	60%	Common
Written examination	40%	Common

## Overview of the Portfolio in Action AAC

The Additional Assessment Component (AAC) in Leaving Certificate Life, Community and Work, provides students with an opportunity to demonstrate their engagement with the learning across the course. This is completed through using the digital portfolio that students compile throughout the course to respond to a brief issued annually by the SEC.

A student digital portfolio is a portfolio that is created and shared in an online space, where students document individual and unique evidence of and reflections on

- their engagement with a variety of learning experiences guided by the learning outcomes in the specification strands and detailed in each of the four Applied Learning Tasks
- the development of the key competencies experienced through the three cross-cutting elements of the specification, Participating, Reflecting and Applying.

Students utilise this work to engage with and respond to the Portfolio in Action brief, issued annually in Term One of Year Two by the SEC. They do not submit their portfolio for assessment.

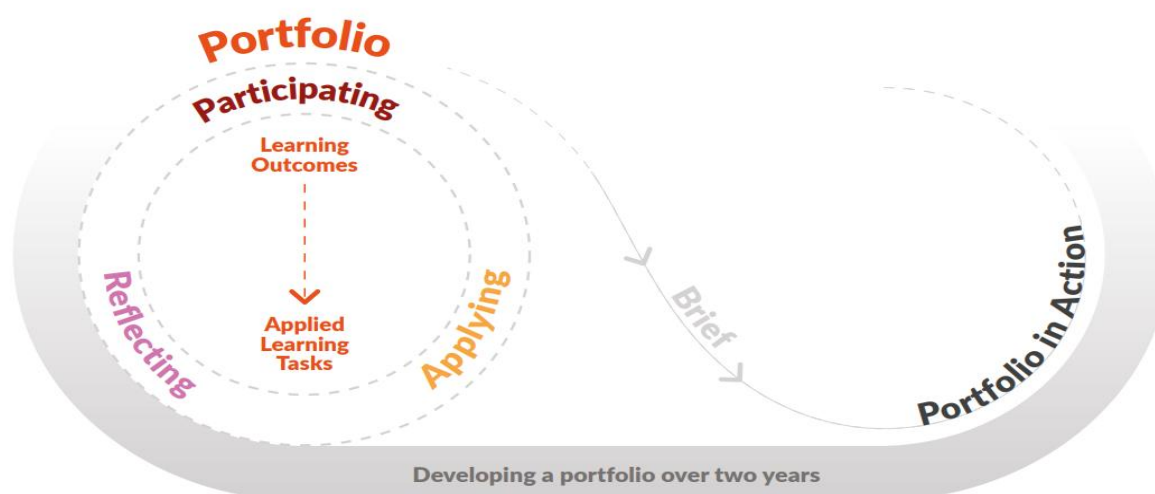


Figure 1 AAC: Portfolio in Action

## Process for the completion of the Portfolio in Action AAC

The Portfolio in Action AAC provides students with an opportunity to deepen their understanding of the learning within the specification by applying the experiential learning cycle and engaging in reflection. Students will reflect on their portfolio, which they have developed from the start of fifth year and apply this learning as they respond to the Portfolio in Action brief in sixth year. Through their study of Leaving Certificate Life, Community and Work, students have frequent opportunities to develop knowledge, skills, values and dispositions that are applicable to the completion of the Portfolio in Action AAC. These opportunities include engagement with and reflection on the learning outcomes including the four Applied Learning Tasks and the development of their digital portfolio. Students develop their capacity to reflect and become experienced in identifying and connecting learning experiences to develop new understanding associated with their personal development. This supports student engagement with the brief for the Portfolio in Action AAC.

The Portfolio in Action AAC involves a number of stages as illustrated in Figure 2 and described in greater detail below. An indicative timeline for the completion of each stage is included in the relevant section. This indicative timeline does not include time spent on the development of a student’s digital portfolio to this point. Please see Appendix 1 for more information on the development of the student’s digital portfolio. There is no expectation that students complete all of the stages in one continuous block, nor is it intended that the stages be a rigid or linear process. Some of the stages may overlap, while others may take a shorter or longer time than suggested, as a student's individual response to the brief evolves. Students may begin work on their Portfolio in Action AAC during class time and continue working on it outside of the classroom setting as is normal classroom practice. The graphic below provides an overview of the stages involved in Portfolio in Action.

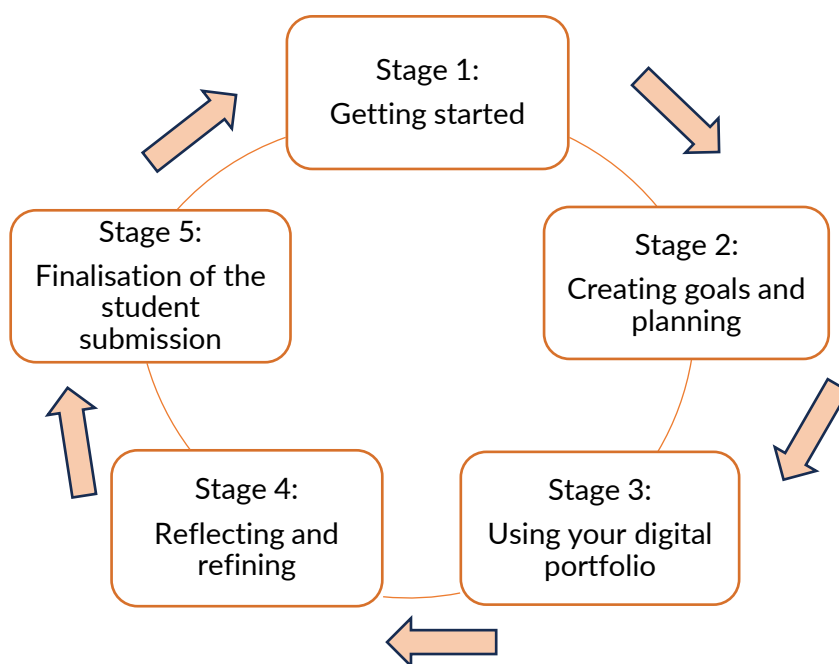


Figure 2 Overview of the stages of Portfolio in Action

## Stage 1: Getting started

Getting started involves an exploration of the Portfolio in Action brief. The Portfolio in Action brief will provide contextual information and stimulus material, unfamiliar to the student but related to the learning identified in the specification. Students will begin to develop their understanding of what they will be required to do in response to the context of the brief. This includes considering how the brief relates to their engagement with the learning outcomes and Applied Learning Tasks, and the work they have done in compiling their digital portfolio. This stage of the process is envisaged to take approximately 2 hours. Guiding or prompt questions that may support students to engage with this stage include:

- What is the Portfolio in Action brief asking me to do?
- What do I already know about the stimulus and contextual information in the Portfolio in Action brief?
- Do I need to understand more about the stimulus and contextual material outlined in the Portfolio in Action brief? If so, how will I do this?
- What aspects of my digital portfolio might help me to engage with and respond to the Portfolio in Action brief?

Students are encouraged to document the process of their engagement with the Portfolio in Action AAC. Maintaining an accurate record of their approach and response to the Portfolio in Action brief, can support reflection on the process and the development of their final submission.

## Stage 2: Creating goals and planning

Once students have completed their initial exploration of the brief, they should create goals and develop a plan for their work. Setting manageable goals, that can be evaluated and reviewed during the process will help students to engage with and complete the Portfolio in Action AAC. Students are encouraged to identify the main tasks to be undertaken during their engagement with the AAC and to consider how potential risks and challenges may impact their goals. When developing their overall plan and setting their goals students should be mindful of ensuring that they consider factors such as the time available to them to complete the AAC, the resources they may need and should discuss their plans with their teacher.. It is important that students adjust and refine their goals and overall plan throughout the process, and the use of a SMARTER Goal Framework may support this. A sample is provided in Appendix 2. Documenting this process will support students to reflect on their engagement with the Portfolio in Action AAC and the development of their final submission. Students are encouraged to revisit their plan regularly as they complete the AAC. It is envisaged this iterative stage of the process will take approximately 2 hours.

### Stage 3: Using your digital portfolio

During this stage, which is envisaged to take approximately 5 hours to complete, students begin to develop their response to the Portfolio in Action brief and select suitable evidence of their learning and aspects of their digital portfolio that best support their response. Students are encouraged to use a dedicated section within their digital portfolio to capture this work and to document the process of selecting evidence. Prompt questions that may support students during this process include:

- What is this evidence of learning or aspect of my digital portfolio demonstrating?
- How is it relevant or how does it connect to the Portfolio in Action brief?
- Are there other pieces of relevant evidence or aspects of my digital portfolio that demonstrate or support a similar idea or concept? If so, how do the different aspects selected from my digital portfolio connect to each other?
- Are there commonalities across the different pieces of evidence selected, or perhaps differences?
- How does this evidence or aspect of my digital portfolio support my plan and goals created during Stage 2?

Selecting evidence or aspects of their digital portfolio that may support their response to the Portfolio in Action brief may be unstructured to begin with but will become more refined in nature as students progress their thinking and ideas further. In addition, students may find that material selected from their digital portfolio to support a response to the brief may overlap and link across different aspects of the brief and to different goals set by the student. The use of visual representations such as mind maps and flow charts may support students to organise material from their digital portfolio and to show the connections between and across different aspects of their response to the Portfolio in Action brief. Maintaining a good record of this process supports students in engaging with the next stage of the process, *Reflecting and Refining*, as they begin to make final decisions on what aspects of their digital portfolio, they will use to support their final submission.

### Stage 4: Reflecting and refining

Stage 4 *Reflecting and Refining*, supports students as they make final decisions on how they will frame a coherent and refined response to the brief and what they will incorporate from their digital portfolio to support it. This stage is envisaged to take approximately 6 hours to complete, and students are encouraged to consider how the material they have selected from their digital portfolio best supports the different aspects of their response to the brief. Students are also encouraged to critically reflect on the material they have selected, identifying connections between this material and how it might best demonstrate the development of their learning over time. Justifying why material may be included or excluded within their final submission is an important step in this process. Maintaining a good record of this process will support students as they refine their response and begin to create their final submission. Prompt questions that may support students in this process include:

- Do I have a supporting rationale for the inclusion or exclusion of material from my digital portfolio in my response?
- Is there overlap or repetition in how I plan to use the selected material from my digital portfolio, across all of the different parts of my response? What decisions can I make to reduce repetition and identify clearer linking of ideas and concepts, if present?
- What decisions can I make to better demonstrate connections between material selected from my digital portfolio?
- How might I demonstrate the development of my learning across different pieces of evidence or aspects of my digital portfolio best?
- How will I demonstrate my personal development across different learning experiences?
- What decisions can I make to communicate clearly and coherently within and across the different parts of my response to the brief?

### **Stage 5: Finalisation of the student submission**

During Stage 5 students will complete and finalise their individual Portfolio in Action AAC multi-modal submission which they have refined during Stages 1 – 4. It is envisaged that this will take up to 5 hours to complete. Students are encouraged to present their work in a coherent and engaging manner and as an individual multi modal submission in a format prescribed by the SEC. In a student's final submission, they will demonstrate and document their learning and personal development with a focus on how their understanding of themselves has developed, and how they are applying new learning.

Students are encouraged to structure their response in a way that is aligned to the stages of the Portfolio in Action AAC and support their final submission with evidence from their digital portfolio. Students are also encouraged to reflect on the overall process of engaging with the Portfolio in Action AAC, and their goals and plan when compiling their final submission which will help to provide an authentic account of their engagement with the AAC. Additional guidance on the structure, content and associated marks of the Portfolio in Action AAC will be outlined in the Portfolio in Action brief, which will be issued by the State Examinations Commission (SEC).

## Format and Submission of the Portfolio in Action AAC

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Students will be required to develop and submit a multi-modal submission as part of their Portfolio in Action AAC. The student's submission will be presented in a digital format prescribed by the State Examinations Commission (SEC).

All work completed as part of the Portfolio in Action AAC must be concluded by a set date. This date will be set by the SEC and communicated to schools and will also be included in the brief that issues in Term One of Year Two of the course.

The student's submission must be submitted in line with instructions provided by the SEC. These instructions will contain specific information, such as the word count, number of images permissible, acceptable formats, the required structure and section headings, file size etc.

Students may choose to support, clarify or provide evidence of either the process or outcomes of their Portfolio in Action through the use of images such as illustrations, sketches, graphs, charts, tables, photographs, etc.

Students are required to engage in referencing to acknowledge the use of any work included in their project that is not their own. Details on referencing and using references can be found in Appendix 3.

It is extremely important that all of the work submitted by students for assessment is their own. The submission of work by any student not entirely completed by that student is a significant breach of regulations. Submitting such work may lead to the imposition of penalties, up to and including the withholding of related results.

A robust authentication process is central to ensuring the integrity of any assessment process. School-based authentication by teachers of students' work on their Portfolio in Action is essential to the fair and equitable assessment of that work. While it is neither practicable nor necessary for teachers to witness all aspects of students' work, teachers need to be satisfied that students have carried out the work themselves. Regular, comprehensive engagement with each student's work on their Portfolio in Action will enable teachers to confidently and legitimately authenticate any work being submitted for assessment.

The SEC provides detailed guidance on the authentication of coursework and the conditions for its acceptance. Information as to how this applies in the case of the Portfolio in Action AAC will be provided in the brief, and also in other documentation which may be issued by the SEC.

## Descriptors of Quality for the Portfolio in Action AAC

The descriptors below relate to the learning achieved by students in the Portfolio in Action AAC. In particular, Portfolio in Action requires students to demonstrate evidence of:

- Participating
- Reflecting
- Applying
- Communicating

	Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
<b>Participating</b>	illustrate their participation in a variety of meaningful learning experiences and active engagement with the learning outcomes and Applied Learning Tasks, with supporting evidence throughout.	illustrate their participation in some meaningful learning experiences and active engagement with most of the learning outcomes and Applied Learning Tasks, with supporting evidence.	illustrate their participation in a limited number of meaningful learning experiences and active engagement with a small number of learning outcomes and Applied Learning Tasks, with supporting evidence.
<b>Reflecting</b>	engage in considered reflection throughout the process, developing a thorough understanding of themselves and their personal development.	engage in some reflection throughout the process, developing a moderate understanding of themselves and their personal development.	engage in limited reflection throughout the process, developing a limited understanding of themselves and their personal development.
<b>Applying</b>	apply new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.	apply some new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.	apply limited new learning, understanding and experiences to further enhance participation in and reflection on engagement with the learning outcomes and Applied Learning Tasks.
<b>Communicating</b>	communicate clearly across a variety of engaging formats, presenting an overall coherent response to the brief.	communicate with some clarity across a limited number of engaging formats, presenting a response to the brief that is somewhat coherent.	communicate with limited clarity within one format, presenting a response to the brief that is incoherent in nature.

Table 2: Descriptors of quality: Portfolio in Action

## Role of the teacher

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The teacher has an important role in supporting and supervising students as they work on their digital portfolio and Portfolio in Action AAC. Teaching and learning related to the additional assessment component should be integrated into ongoing classroom practice to maximise opportunities for students to achieve the learning outcomes of the specification thereby supporting the development of key competencies.

Support may include:

- supporting students to create and develop their digital portfolio as part of their ongoing engagement with the learning outcomes in the specification
- providing formative feedback to students on the process of developing a digital portfolio
- clarifying the requirements of the Portfolio in Action brief
- helping students to understand how the Brief issued by the State Examinations Commission for Portfolio in Action links to the Leaving Certificate Life, Community and Work specification and the work in their digital portfolio
- ensuring students are aware of the descriptors of quality associated with the Portfolio in Action AAC
- offering prompt questions, such as those outlined within this document, to stimulate and support students' planning, reflection and critical thinking throughout the process
- encouraging students to focus on the requirements of the brief and to relate their work to the learning outcomes in the specification and the work in a student's digital portfolio
- guiding students in the continued development of their reflective skills, providing practical opportunities for students to develop them in a variety of learning experiences
- helping students to appreciate the importance of good record keeping, referencing practices and the necessity to avoid any form of plagiarism
- facilitating access to appropriate resources
- providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations
- making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety, General Data Protection Regulations (GDPR), accessing public or private property etc.
- using feedback appropriately to promote a reflective approach to their portfolio and the Portfolio in Action AAC
- providing instructions at strategic intervals to facilitate the timely completion of the the Portfolio in Action AAC
- drawing students' attention to any requirements in relation to the submission of the the Portfolio in Action AAC specified in the brief
- promoting opportunities afforded by the Portfolio in Action AAC to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on their digital portfolio and the Portfolio in Action AAC.

Teachers should be aware that only work which is the student's own can be submitted for assessment to the State Examinations Commission and that each student must submit their work on an individual basis. Where more than one student within a class is working on a similar AAC, it is important that each student takes an individualised approach to the work. The feedback provided to students should be general and nondirective in nature. Teachers should not provide any excessive or inappropriate support to students, such as over editing draft work or providing model text or answers to be used in the students' evidence of learning.

## Appendices

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### Appendix 1: Developing a digital portfolio to engage with the Portfolio in Action AAC

#### What is a digital portfolio?

A digital portfolio is a unique collection of evidence in digital format, of a student's engagement with the learning outcomes and Applied Learning Tasks of the LC Life, Community and Work specification. Ideally a digital portfolio would be created and shared in a familiar online space, supporting students to document evidence of their learning and enabling students and teachers to communicate efficiently. Schools are best positioned to decide what online space may work best for their specific context.

#### What should be in my digital portfolio?

There is no specific format or template the digital portfolio should take, as a portfolio is a creative and unique space for each student to capture evidence of their learning. Students are encouraged to choose a range of digital artefacts that best demonstrates their engagement with the learning outcomes of the specification. Examples may include written text in a variety of formats such as reflections and reviews, journal entries, blog posts, transcribed text from interviews and dialogue with others, and presentations. Student work may be handwritten and scanned for inclusion. In addition, a variety of multimedia formats such as photographs of students work and/or engagement in a learning experience, audio and visual recordings and visual representations such as timelines, charts, infographics, sketches and illustrations are encouraged. Students are also encouraged to collate other artefacts such as information and data from a variety of sources such as digital and print media, correspondence with external organisations and progress and achievement documentation.

#### How should I develop my digital portfolio?

As students initially engage with the learning outcomes of the specification, they may document a broad and diverse range of supporting evidence in their digital portfolio that demonstrates both their engagement with a variety of learning experiences and their reflections on same.

Documenting learning experiences in a digital portfolio may be helpful to students as an initial step in the development of their digital portfolio. Students are encouraged to provide a brief overview of the learning experience and the date(s) it occurred, supplemented with evidence of their participation and reflections on their experiences. Evidence includes any digital artefact that demonstrates a student's authentic participation in a learning experience. Please see a number of prompt questions that may support students to reflect outlined below:

- What do I hope to achieve through my participation in this learning experience?
- What did I do or experience?
- What did I learn about this experience and/or myself in the process? Did anything surprise me?

- What did I enjoy/didn't enjoy?
- What were the opportunities and/or challenges I experienced?
- What transferable skills and/or key competencies did I develop as a result of engaging with this learning experience?
- How did I develop these transferable skills and/or key competencies? What was my role? What was the role of others?
- Would I change anything, or would I do something differently the next time I engage in a new learning experience?

Reflection is an iterative and non-sequential process and students may find that there will come a point during the process of developing a digital portfolio, where they have a more informed position to reflect on a number of different learning experiences, exploring how they build upon one another and identifying their personal development. All learning outcomes may support students to reflect, however, the learning outcomes associated with the Applied Learning Tasks provide specific opportunities for students to draw on and apply the work associated with a broad range of learning outcomes from the specification, while also supporting students to refine the work of their portfolio. The Applied Learning Tasks may also be revisited, added to and developed over the engagement with the specification, providing opportunities for students to capture progress and development over time. Prompt questions suggested to support and guide this process may include:

- How have I progressed my personal development goals?
- What key competencies have I had the opportunity to develop across a number of different learning experiences?
- How are the key competencies I have developed transferable in nature? (across my learning and my life inside and outside school)
- How have I developed these key competencies?
- What are the different contexts that I've developed these key competencies in?
- How have I acted on self-reflection or feedback from others?
- How have my transferable skills and/or key competencies developed as a result?
- How have I personally developed over a period of time?
- What have I learned about myself in this process?

In addition to engagement with the prompt questions, the use of reflection frameworks may also support students as they reflect on and develop their digital portfolio. Reflection frameworks use structured questions to guide students to think more deeply about their learning journey and support them to organise their thoughts and make connections between different learning experiences over a period of time. Examples of common reflection frameworks include Gibb's Reflective Cycle, the 5R Framework for Reflection and the What Model.

## **When do I work on my digital portfolio?**

Students would ideally spend some class time each week working on and developing their digital portfolio, supporting an integrated approach to the development of their digital portfolio, through their engagement with the learning outcomes of the specification. Students may work on and develop their digital portfolio during class time and continue working on it outside of the classroom setting. An important part of the development of a student's digital portfolio is

receiving feedback on it and having opportunities to act on this feedback. Discussions between students and teachers may support this. It is not recommended that teachers mark aspects of a student's portfolio for redrafting but rather provide opportunities for students to respond to and act on feedback as they continue to develop their digital portfolio.

## How do I use my digital portfolio to engage with the Portfolio in Action AAC?

It is crucial that the development of a student's digital portfolio is understood to be an integrated part of the teaching and learning of Life, Community and Work. It should be viewed as a process that enables students to fulfil the learning outcomes of the specification and to engage and complete the Portfolio in Action AAC. Students will use their digital portfolio to engage with and respond to the Portfolio in Action brief to complete their AAC in Year Two of the course.

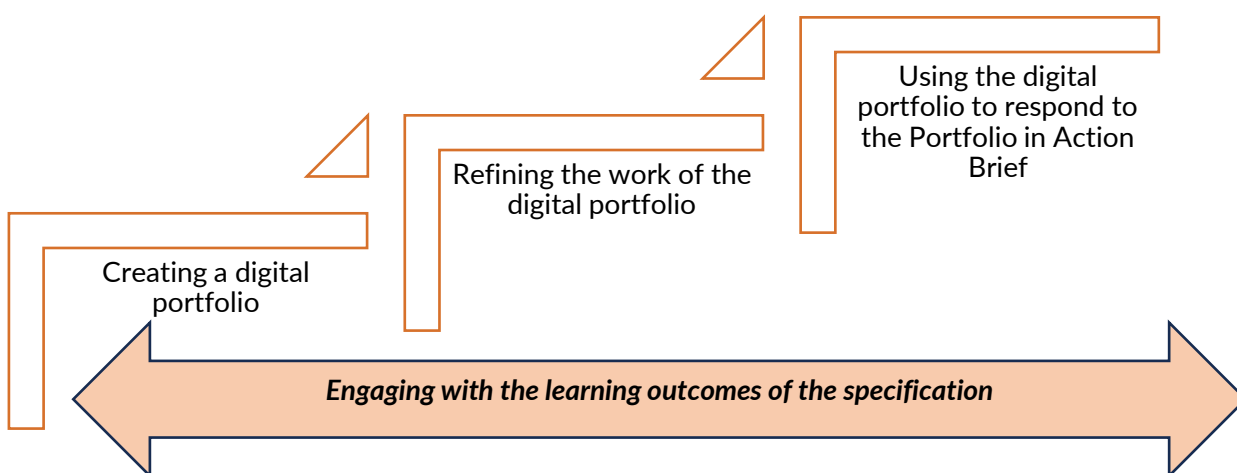


Figure 3 The relationship between the digital portfolio and the Portfolio in Action AAC

## Do I submit my digital portfolio with my Portfolio in Action AAC for marking by the SEC?

No, students do not submit their digital portfolio to the SEC for marking, however, students need to use the work of their digital portfolio to engage with the AAC effectively. They do this by supporting their response to the Portfolio in Action brief with evidence from their digital portfolio.

## Appendix 2: SMARTER Goals Framework

The SMARTER goal framework is a structure that supports defining objectives, where each goal is specific, measurable, achievable, relevant, and timebound, and is evaluated and revised. The following framework provides step by step guidance to support students as they create, evaluate and revise goals related to the Portfolio in Action AAC, maximising potential for progress and success.

SMARTER Goals		SMARTER Guiding Questions	Student Responses
S	Specific	What is your goal/goals?  What do you specifically want to do or achieve?	
M	Measurable	Are your goals measurable?  How will you assess and/or track your progress?	
A	Achievable	Are your goals achievable?  How will you achieve your goals? What is your plan?	
R	Relevant	How are your goals relevant to your engagement with and completion of the Portfolio in Action AAC?  Are your goals contributing to the overall plan for and progress in the Portfolio in Action AAC	
T	Timely	Can your goals be achieved within a realistic time frame?  When do you want to work on progressing them?	
E	Evaluated	How will you evaluate your goals and review progress made?  How can self-reflection and feedback from others support you to evaluate your goals?	
R	Revised	Have you experienced any challenges or changes in circumstances that may require you to revise your goals?	

### Appendix 3: Guidelines to support referencing

Referencing is an important aspect of the AAC as it allows those reading Portfolio in Action to better engage with the content and to verify the information provided in the reference. It is the most appropriate way for students to acknowledge the source of any information, ideas, material or images not their own which they have included in their Portfolio in Action.

Referencing allows students to provide evidence of the research they have engaged in, it helps to support and give weight to arguments and conclusions, and it can be used to demonstrate that different perspectives have been considered and explored by the student.

Students should engage in referencing both within the body of their work (in-text citation) and also in the reference section of Portfolio in Action. The use of in-text citation provides a direct link between what students write and the research on which their work is based.

Example:

A student using material from page 57 of the book *Inclusion: effective practice for all students?* would use the in-text citation (p. 57, McLeskey, 2013) and then go on to also add details to the list of references as McLeskey, J. (2013) *Inclusion: effective practice for all students?* 2nd edn.

In the reference section of their document, students should provide the appropriate details of any sources they have used during the course of their Portfolio in Action such as:

- books, newspapers, magazines
- professional journals and government reports
- online sources including videos, podcasts etc.
- material from specialist organisations and relevant individuals
- material generated by artificial intelligence (AI) software and AI applications. Specific information will be issued around this in the Portfolio in Action brief and in related documentation from the SEC.

The reference section is not included in the word count. Comprehensive referencing helps to show that students have engaged in honest and ethical research practices and have avoided plagiarism. Referencing should be as specific as necessary to communicate the particular research source, such as a page number or chapter in a book, a section in a website, timestamp on a podcast or video etc.

Plagiarism is a serious offence and occurs when work other than the student's own is used without clear acknowledgement of the source of the work. This includes the use of material generated using artificial intelligence (AI) software or AI applications. Direct copying of material from any source without proper acknowledgement is not permitted and may incur penalties, up to and including the withholding of related results.

When referencing the sources students used in their report they should ensure that, regardless of the type of source, there is enough accurate detail to enable the reader to authenticate the reference. No particular, formal style of referencing is required.

### How students should reference different sources

- Where students are citing written sources or information in print, they should give the author’s name, the title of the publication, year of publication, and, if necessary, the page number or chapter/section of the publication.
- Where students wish to refer to an internet site or online source, there should be enough accurate detail to enable the reader to authenticate the reference, including the hyperlink and date read or downloaded.
- Where students have used material generated by artificial intelligence (AI) software and AI applications this must be acknowledged. The reference should include the name of the AI tool used, the date the content was generated and provide a brief explanation of how it was used. Many Generative AI tools generate shareable URLs that set out the content of chat sessions that took place. Where such a tool has been used, the URL should be included in the list of research sources. Where an AI tool does not generate a sharable URL, student should include the name of the tool and the prompt used.

<b>Examples of in-text Citations for different types of sources</b>
<b>Book:</b> (p. 57, McLeskey, 2013)
<b>Newspaper/magazine article:</b> (Hearne, J., 30/08/2024)
<b>Text/image accessed online:</b> ( <a href="http://thelatinlibrary.com/101/RhetoricalDevices">thelatinlibrary.com/101/RhetoricalDevices</a> )
<b>Audio accessed online:</b> (Ep. 10, <a href="http://rte.ie/radio/podcasts/22093250">rte.ie/radio/podcasts/22093250</a> )
<b>Video accessed online:</b> (3:20 to 5:45, <a href="https://youtu.be/yCv4iyPqZKQ">youtu.be/yCv4iyPqZKQ</a> )
<b>AI Tools (with shareable url):</b> ( <a href="https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940">chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940</a> )
<b>AI Tools (without shareable url):</b> (OpenAI (2023) ChatGPT, 20/10/2023)
<b>Examples of references for different types of sources</b>
<b>Book in list of references:</b> McLeskey, J. (2013) <i>Inclusion: effective practice for all students?</i> 2nd edn.

**Newspaper/magazine article**

Hearne, J. (30/08/2024) 'How bad driving habits cost Irish motorists hundreds every year', Irish Examiner

**Text/image accessed online**

Latin Library, Principal Rhetorical and Literary Devices, (date written not available), <http://www.thelatinlibrary.com/101/RhetoricalDevices.pdf>, Date accessed: 17/6/24

**Audio accessed online**

Philip Boucher Hayes, RTE, Hot Mess – Megawatts and Megabytes, Podcast, date created: 30/5/24, <https://www.rte.ie/radio/podcasts/22093250-ep-10-megawatts-and-megabytes/>, Date accessed: 10/11/23

**Video accessed online**

ApintTurtle, Zig & Zag – Christmas crises, Film, date created 20/12/2008, <http://youtu.be/yCv4iyPqZKQ>, 12/12/14, from 3 minutes 20 seconds to 5 minutes 45 seconds.

**AI Tools**

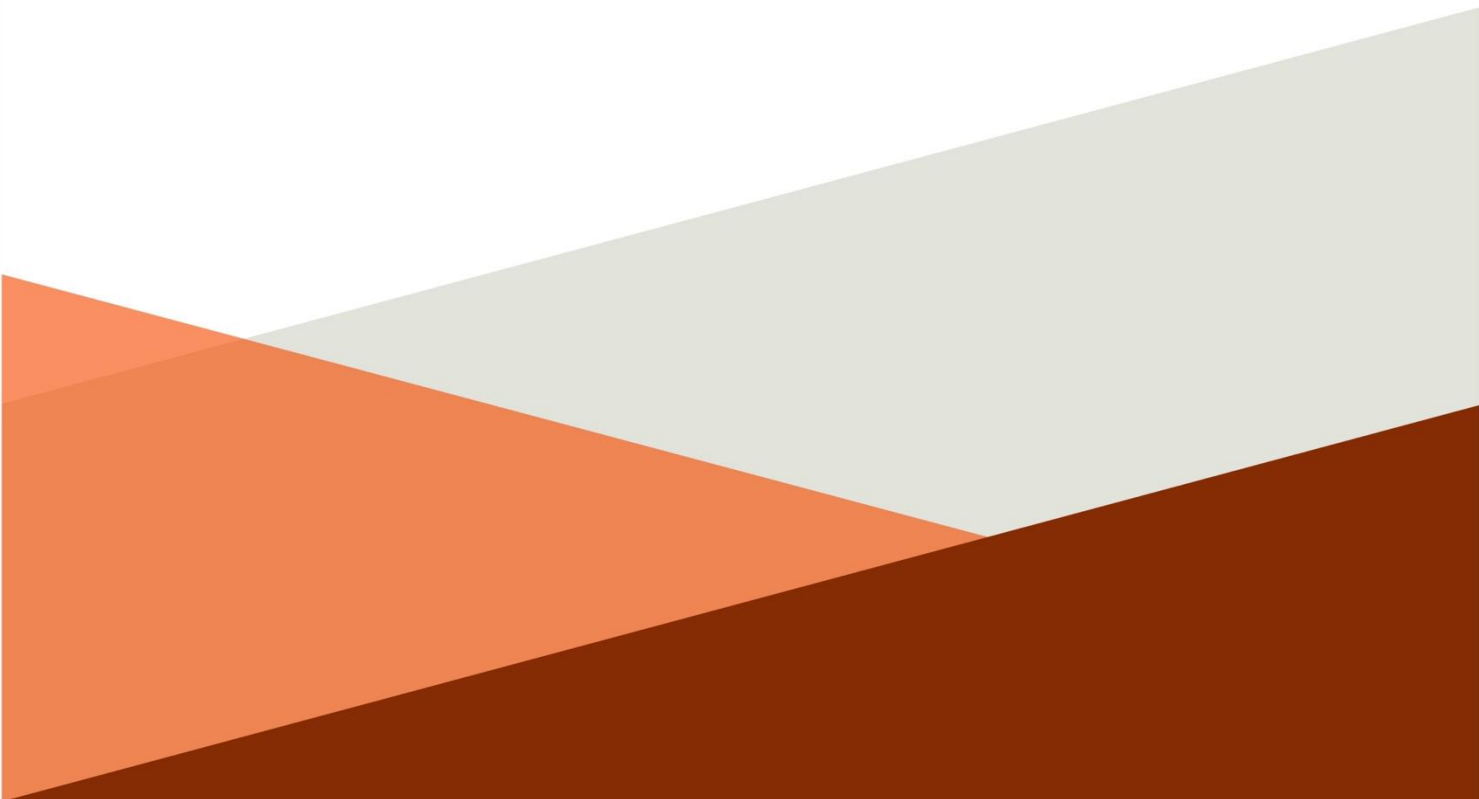
Example with shareable URL generated by the AI Tool:

OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023. <https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940>

**AI Tools**

Example without shareable URL

OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023. Prompt used and text generated.



**NCCA**

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