# Guidelines to support the completion of the Physical Education Project

Leaving Certificate Physical Education

December 2025

# Contents

---

---

# Introduction

This document, *Guidelines to support the completion of the Physical Education Project* provides:

- details of the nature and scope of the Physical Education Project as outlined in the curriculum specification for Leaving Certificate Physical Education
- guidance for schools, teachers, and students on undertaking, completing and submitting the Physical Education Project
- information on the role of schools and teachers in supporting students with the Physical Education Project
- descriptors of quality for the Physical Education Project.

These guidelines should be used in conjunction with the curriculum specification for Leaving Certificate Physical Education which can be accessed at Physical Education Specification | Curriculum Online

A Brief for the conduct of the Physical Education Project will be published annually by the State Examinations Commission (SEC).

# Assessment for Certification in Leaving Certificate Physical Education

Assessment for certification is based on the rationale, aim and learning outcomes of the Leaving Certificate Physical Education specification. There are two assessment components: a written examination and an additional assessment component comprising a Physical Education (PE) project. The written examination will be at Higher and Ordinary level. The Physical Education Project will be based on a common Brief and will be assessed at the level at which the student sits the final written examination. Each component will be set and examined by the State Examinations Commission (SEC).

**Table 1: Overview of assessment for certification in Leaving Certificate Physical Education**

| Assessment component | Weighting | Level |
| --- | --- | --- |
| Physical Education Project | 50% | Common Brief |
| Written examination | 50% | Higher and Ordinary level |

# Overview of the Physical Education Project

The Additional Assessment Component (AAC) in Leaving Certificate Physical Education (LCPE), the Physical Education Project, provides an opportunity for students to demonstrate their learning and achievement across the Leaving Certificate Physical Education (LCPE) specification. Through active engagement in physical activities, it allows students to integrate their competencies in a structured and meaningful way. The project supports ongoing learning by supporting students to engage deeply with the processes of planning, engaging, performing, evaluating and communicating on and in physical activities, while also exploring broader issues that influence physical activity participation and performance.

This project involves students working through a structured process that allows them to demonstrate their ability in:

- **planning** their engagement with physical activities

- **engaging** meaningfully with physical activities

- **skill proficiency and analysis** within physical activities

- **evaluating** performance and learning

- **communicating** their findings and reflections.

Students will complete the Physical Education Project based on the learning outcomes and physical activities set out in the specification and guided by a Brief published annually by the State Examinations Commission (SEC). The Brief will outline the specific requirements for the project and will support both students and teachers in planning and implementation. On completion, students will submit a report to the SEC for external assessment in a format prescribed by the SEC.
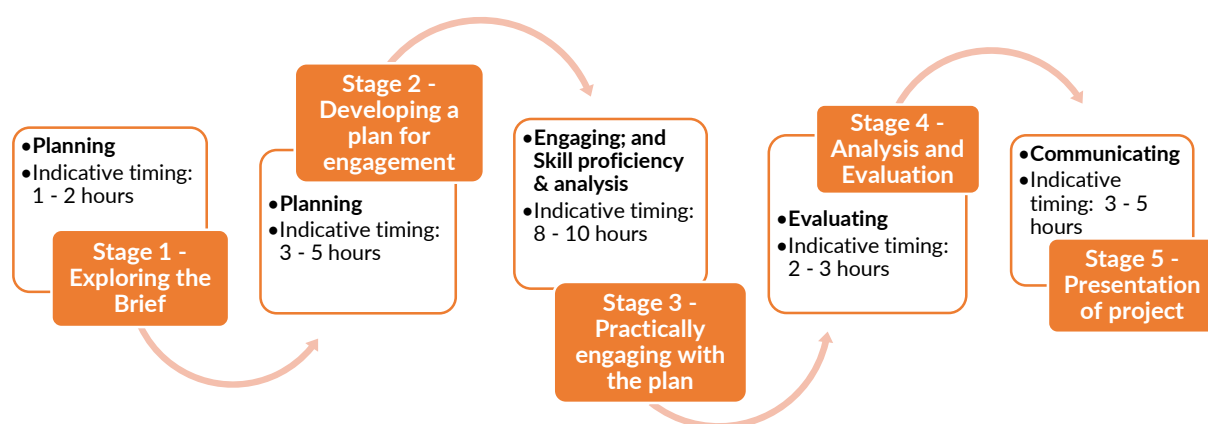
**Brief**
The Brief, issued by the SEC in Term 2 of Year 1 of the course, will:
- establish a theme or focus area for the Physical Education Project

- provide instructions to students and schools regarding submission protocols (including word count, file size, file type, etc.)

- include stimulus materials where appropriate

- guide students to develop their planning, engagement and analysis as part of their work.

To support the experience of the structured process required in the Physical Education Project, the AAC is organised into five distinct stages, illustrated in Figure 1 below and described in the next section. These stages provide a guide for teachers and students from their initial engagement with the Brief through to the final submission of the project. Each stage builds on the previous one, ensuring that students move logically through the processes of planning, engaging, performing, evaluating, and communicating. The stages also help students to stay focused, manage their time effectively, and demonstrate their learning in a coherent and reflective way.

Figure 1: Overview of the structured process



- **Planning**
- Indicative timing: 1 - 2 hours

**Stage 1 - Exploring the Brief**

**Stage 2 - Developing a plan for engagement**

- **Planning**
- Indicative timing: 3 - 5 hours

- **Engaging; and Skill proficiency & analysis**
- Indicative timing: 8 - 10 hours

**Stage 3 - Practically engaging with the plan**

**Stage 4 - Analysis and Evaluation**

- **Evaluating**
- Indicative timing: 2 - 3 hours

- **Communicating**
- Indicative timing: 3 - 5 hours

**Stage 5 - Presentation of project**

# Process for the completion of the Physical Education Project

Active participation in physical activity is central to learning in Leaving Certificate Physical Education (LCPE). Throughout the course, students are expected to engage in a broad range of physical activities, which serve both as the focus of learning and as a context for exploring the core concepts in LCPE. Learning in LCPE is grounded in movement and participation, allowing students to deepen their understanding by applying theoretical knowledge in practical and meaningful ways.

The core concepts that underpin physical activity in LCPE and that may feature in the Brief include:
- skill and technique
- tactical/compositional components
- physiological demands, including components of fitness
- psychological preparedness
- nutrition.

The Physical Education Project will require an integrated approach of applying theory and understanding of the core concepts to physical activity practice, challenging students to demonstrate their learning through a structured process that includes planning, engagement, skill proficiency and analysis, evaluation, and communication.

The stages below will support teachers and students in undertaking and completing this structured process. The areas of focus within the Brief issued by the State Examinations Commission (SEC) will draw on the core concepts that underpin physical activity in LCPE as well as relevant themes and physical activities.

Students will be expected to draw on these concepts as they interpret the Brief, select appropriate physical activities, and complete their project. The project should be personalised and relevant to each student, it will include the student's performances and draw on current and relevant material.

Whilst each student completes their own individual Physical Education Project, they may have additional support from their peers during the process to support the implementation of their plans. This may include peers as additional team members/activity partners or support with equipment. Playing a supportive role in another student's project, in this manner, is beneficial and provides further opportunity for the development of the practical skills set out in the learning outcomes and necessary for the completion of the Physical Education Project. Students should have regular 'check in' sessions with their teacher to monitor their ongoing engagement with the project.

The list of physical activities eligible for selection for the AAC is provided in Appendix 1. Activities within the approved list may be adapted to support the meaningful participation of each student, appropriate adaptations ensure that all students can demonstrate their learning and achievement within the parameters of the specification.

An indicative timeline for undertaking each stage is described in the following sections.

## Stage 1: Exploring the Brief

This stage of the project involves students exploring the Brief, issued by the SEC in term 2 of year 1 of the course. During this time, students will be engaging with '**planning**' and this initial scoping of the Brief will inform the more comprehensive plan to come.

When exploring the Brief students should carefully identify the core concepts that they are required to engage with set out in the specific requirements of the Brief. Students interpret the Brief in relation to their own prior learning and experiences in Leaving Certificate Physical Education. Working under the guidance of their PE teacher, students reflect on how previous engagement with physical activity has shaped their understanding of the Brief.

A crucial aspect of this stage is the exploration of which physical activities, methodologies and strategies would be most conducive to responding to the Brief. Other resources such as current events, media coverage or news articles may be relevant or applicable to this stage of the project. It is recommended that students should have prior experience of the physical activities in LCPE.

It is recommended that students maintain an activity log during this stage to record initial thoughts, capture their rationale for the activities explored, gather supporting materials and identify early connections to the Brief as this will support the undertaking of each subsequent stage of the project and inform the final report. While this stage is supervised and guided in school, students may carry out supporting research and reflection at home. It is envisaged that this stage will take approximately 1 – 2 hours to complete.

[1]Guiding or prompt questions that may support students in this stage include:

- What do I already know about the core concepts in focus in the Brief?
- How does this Brief relate to my own experiences in physical education?
- What physical activities have I previously engaged in that could connect meaningfully with the focus of the Brief?
- How can I explore the core concept in focus in a creative way?
- How can I demonstrate and develop my practical and reflective skills appropriately in response to this Brief?
- What early ideas do I have for the direction of my project?
- How will I record my initial thoughts and decisions?

---

[1]  This list presents a set of sample prompts which may be used and is not exhaustive.

- How can I apply what I have learnt through engagement with practical activities and theoretical understanding to the focus of the Brief?

Suggested evidence to gather to support the project during this stage:
- Initial reflection on the Brief and focus areas outlined
- Connections to prior learning and performance
- Relevant material that relates to the focus and may support the project
- Personal rationale for approach
- Early identification of possible challenges and opportunities.

## Stage 2: Developing a plan for engagement

During this stage, students continue to engage with '**planning**', with the aim of developing a comprehensive plan to guide their response to the Brief. Students must select physical activities aligned to the specific focus of the Brief and identify specific methods and strategies to complete the Physical Education Project.

While not every student is required to complete their project on the same activities, the chosen physical activities must be practical and manageable within the available facilities and resources of the school. Students should have prior experience of the activity chosen, through their learning in PE, to ensure they can engage meaningfully with the Brief. The selection should be reached through discussion between the student and the teacher, considering the students' interests and strengths, and the facilities available. Physical activities must take place under the supervision of the teacher during timetabled PE classes, so careful consideration of the suitability of the activities is essential in order to maximise opportunities for success and maintain alignment with the requirements of the specification.

Following on from their initial exploration of the Brief and identification of the specific requirements of the Brief, students should undertake the following:
- complete a needs analysis to identify the specific demands of their chosen activities and highlight priority areas in line with the focus of the Brief. This may relate to their current abilities, strengths, or other areas appropriate to the focus of the Brief.
- based on this analysis, set clear, realistic, and measurable goals that align with the focus of the Brief and reflect their personal aspirations for the project. The plan should include a structured schedule of engagement, as well as strategies for monitoring progress, applying adaptations where necessary, and ensuring ethical and safe participation.
- identify the tools and performance criteria they will use later for analysing their progress (e.g. skill checklists, video analysis, performance data, activity log).

This planning phase occurs primarily in school under teacher supervision, but students are encouraged to source relevant materials, resources, and supporting information outside of class. It is envisaged that this stage could take approximately 3 - 5 hours to complete.

[2]Guiding or prompt questions that may support students in this stage include:

- What important information have I gained from the needs analysis?
- What are my strengths and areas for improvement? If applicable.
- What specific goals do I want to achieve in this project? Are they realistic and measurable?
- How will I design a plan that allows me to meet these goals?
- What kinds of training and practice are required to support my progress?
- What tools, resources, or strategies will I use?
- How will I ensure my engagement and performance is safe, ethical, and aligned with the core concepts in focus?
- What might cause challenges during this project, and how can I prepare for them?
- How will I structure my schedule?
- What activities would best develop/demonstrate the focus of the Brief?
- What theory/theories am I demonstrating through practical application?
- What resources/facilities/supports do I need to achieve the plan?
- What predictions do I have for the outcomes?
- What rationale do I have for the decisions made?


Suggested evidence to gather to support the project during this stage:
- A needs analysis
- Notes, reference materials, online articles etc that support why the different elements of the needs analysis are important.
- Written plan with goals underpinned by principles and rationale with supporting evidence
- Identification of resources, facilities, and supports
- Description of tools for analysis and review
- Risk analysis for project
- Predicted outcomes, if applicable.

---

[2] This list presents a set of sample prompts which may be used and is not exhaustive.

## Stage 3: Practically engaging with the plan

During this stage of the project, students implement their plan through active participation in the selected physical activities. In this stage, students will be practically '**engaging**' and demonstrating '**skill proficiency and analysis**' in physical activity as part of the structured process. Under the supervision of the PE teacher, students engage in purposeful, consistent, and safe physical activity to respond to the focus of their project.

The comprehensive plan as developed in the previous stage is vital to the students' access, experience and level of engagement in this stage. Students are expected to follow their plan while also demonstrating adaptability when challenges arise. Students are required to gather evidence of engagement and performance aligned to their plan throughout this stage. Reflection is ongoing during this stage and should be captured through reflections, performance notes, activity logs, video or photographic evidence. Practical sessions in school will be supported and supervised by the PE teacher; however, students are also encouraged to undertake training, skill development, or practice as applicable to the focus of the Brief independently to support their project.

It is envisaged that this stage will take approximately 8 – 10 hours spread out over consecutive weeks to complete.

[3]Guiding or prompt questions that may support students in this stage include:

- Am I sticking to my plan? Why/why not?
- Are the core concepts evident? How?
- What is going well during my sessions? What challenges am I facing?
- What opportunities and challenges have I encountered with my plan?
- How am I measuring engagement and performance aligned to the core concepts?
- How am I measuring success?
- How am I ensuring I am aligned with the core concepts relevant to the Brief?
- How am I adapting my plan to improve or overcome obstacles?
- What evidence (e.g. video, notes, performance data, activity log, check lists) am I collecting to show my engagement and performance?
- How is this relevant to current events and developments in this area?

---

[3] This list presents a set of sample prompts which may be used and is not exhaustive.

- Am I practising safely and ethically? How can I demonstrate this?

Suggested evidence to gather to support the project during this stage:
- Engagement log

- Feedback received and applied (from teacher, peers, video analysis, etc.)

- Photographic or video evidence of performance/engagement

- Commentary on performance and decisions made during implementation of plan, including
adaptions made etc.

## Stage 4: Analysis and Evaluation

Following stage 3, students analyse and evaluate the outcomes of implementing their plan.
Students will be '**evaluating'** during this stage of the structured process. Using the tools and
criteria outlined during the planning stages, students critically examine their progression toward
the original goals, the effectiveness of their plan and their engagement and performance, and the
impact of any adaptations made.

As part of their analysis and evaluation, students should do the following:
- connect their experience to the core physical education concepts addressed in the Brief.

- reflect on both the short-term outcomes of their project and the long-term implications for
their personal development in physical activity.

- undertake an evaluation that is evidence-based, drawing on their reflections, observations,
performance data and relevant current developments as appropriate.

- undertake an analysis that may include: evaluating data in terms of accuracy, precision,
repeatability and reproducibility, calculations and/or graphs to facilitate the identification of
patterns and relationships, justifications for any iterations of the process and, the identification of
and explanation for any initial anomalous results or observations aligned to the core concepts in
focus.

This stage is largely supported through class-based reflections, but students may compile their
findings and refine their evaluations at home. It is recommended that students reflect on the
initial needs analysis and critically analyse it. It is envisaged that this stage will take approximately
2 – 3 hours to complete.

[4]Guiding or prompt questions that may support students in this stage include:

- What progress have I made in relation to my original goals? Did the plan have the desired effect? Why? Why not?
- Could my plan have been better aligned with the core concepts in focus?
- Are the core concepts in focus evident in my evaluation and analysis?
- How successful was I at engaging with the plan?
- How did my performance rate? How did I develop understanding of the core concepts?
- What does the data or feedback tell me about the core concepts?
- What strengths have I developed, and where is there still room for improvement?
- How well did I apply feedback to improve my outcomes?
- What challenges and opportunities emerged during my engagement/performance? How did I respond?
- What would I do differently if I were starting this project again?
- How has this project changed the way I think about physical activity and performance?

Suggested evidence to gather to support the project during this stage:
- Analysis using data and observation
- Reflections supported by evidence
- Links to physical education core concepts
- Identified strategies for future progression.

## Stage 5: Presentation of project

In the final stage, students consolidate and communicate their learning by compiling a structured report in the format prescribed by the SEC. The report should clearly present the accurate and authentic planning, engagement, skill proficiency and analysis, and evaluation phases of the project, using appropriate PE terminology, performance data, and reflective insights. Students draw upon their activity logs and other evidence gathered over the duration of the project to compile their project submission.

---

[4] This list presents a set of sample prompts which may be used and is not exhaustive.

Each project will be individual, and the personal journey of the student should be evident, such as how the learning is specifically relevant to them, how it can inform their perspectives and further areas of interest or any specific personal significance encountered.

The submission may include evidence such as a written piece of work, graphs, tables, multimedia evidence or appropriate evidence in other formats, as outlined in the Brief. Students should ensure their work demonstrates coherence, personal relevance, and a clear narrative of their engagement with the Brief and chosen activities.  Details of the submission requirements will be provided in the Physical Education Project Brief. This report is to be completed under the supervision of the PE teacher in school to ensure integrity and adherence to SEC guidelines. The completed report will be submitted for external marking to the SEC. It is envisaged that this stage will take approximately 2 – 4 hours to complete.

[5]Guiding or prompt questions that may support students in this stage include:

- How will my final report to clearly demonstrate my personal process in completing the project?
- Have I included all the key elements necessary? As appropriate
- Am I using accurate PE terminology and presenting my data clearly?
- Does my report show evidence of my personal learning and development?
- Have I included relevant and appropriate evidence (e.g. logs, analysis tools, visuals)?
- Is my report reflective, personally relevant and aligned with the core concepts in focus?
- Have I reviewed and edited the report for clarity, coherence, and accuracy?

Suggested evidence to gather to support the project during this stage:
- Completed project report
- Supporting evidence (e.g. reflection extracts, video, pictures, charts)

---

[5] This list presents a set of sample prompts which may be used and is not exhaustive.

# Format and Submission of the Physical Education Project

Students will be required to develop and submit a report as part of their Physical Education Project. The report will be presented in a digital format prescribed by the State Examinations Commission (SEC).

All work completed as part of the Physical Education Project 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 2 of Year 1 of the course.

The report must be submitted in line with instructions provided by the SEC. These instructions will contain specific information, such as the word count, multimedia requirements, 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 Physical Education Project through the use of images such as illustrations, sketches, graphs, charts, tables, photographs, videos etc. in line with the requirements of the Brief.

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 1.

It is extremely important that all of the work submitted by students for assessment is their own. The submission of work by any candidate not entirely completed by that candidate 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. Teachers should not engage in corrections of the report for redrafting by the student. Since the report is the only document which students will submit to the SEC for marking it is important that in writing their report, students give an authentic account of all aspects of the investigative process they engaged with.

A robust authentication process is central to ensuring the integrity of any assessment process. School-based authentication by teachers of students' work on their Physical Education Project 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 Physical Education Project 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 Physical Education Project will be provided in the Brief, and also in other documentation which may be issued by the SEC.

## Descriptors of Quality

Table 2: Descriptors of quality: Physical Education Project

| Component | Students demonstrating a high level of achievement | Students demonstrating a moderate level of achievement | Students demonstrating a low level of achievement |
|---|---|---|---|
| Planning | Demonstrate thorough and well-structured planning based on the assigned project Brief. Clearly justify goals using appropriate needs analysis. Show strong alignment between planning and all phases of the project. | Engage in planning with generally appropriate goals and a basic needs analysis. Show some alignment between planning and later project phases. | Show limited or unclear planning. Goals lack justification or are not aligned with project demands. Minimal evidence of needs analysis. |
| Engagement | Display consistent, purposeful engagement in the physical activity area. Apply feedback effectively and adapt plans to improve performance across assigned Brief. Show evidence of safe and ethical participation. | Show regular engagement in the physical activity area and attempt to apply feedback. Demonstrate some progress across Brief. Follow basic safety and ethical practices. | Demonstrate inconsistent engagement in the physical activity. Little to no use of feedback or adaptation. Safety and ethical considerations are poorly addressed. |
| Skill Proficiency and Analysis | Select and perform appropriate skills with precision and control. Provide insightful analysis using relevant criteria and tools. Demonstrate a deep understanding of performance demands. | Perform selected skills with general control and accuracy. Offer basic analysis using some performance criteria. Show developing understanding of performance. | Perform skills with limited control or accuracy. Analysis is weak, unclear, or missing. Show minimal understanding of skilled performance. |
| Evaluation | Critically reflect on planning and engagement. Clearly connect experience to PE concepts and performance goals. Use evidence to support conclusions and propose improvements. | Reflect meaningfully on aspects of the project. Make some connections to PE concepts. Identify general areas for improvement. | Provide limited or superficial reflection. Few or no links made to PE concepts. Struggle to evaluate or identify ways to improve. |
| Communication | Communicate clearly and effectively using appropriate PE terminology. Present data and analysis using relevant tools. Demonstrate coherence across all sections. | Communicate with some clarity. Use of PE terminology is inconsistent. Present basic data and analysis, with some structure. | Communicate in a disjointed or unclear way. Limited use of PE language. Data presentation is minimal or confusing. |

# Role of the teacher

The teacher has a central role in supporting and supervising student work on the Physical Education Project. 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 and support the development of key competencies.

The release of the annual SEC Brief in Term 2 of Year 1 allows teachers to signpost requirements early, ensuring that students understand the expectations of the project and how it links to the LCPE specification. It also enables teachers to plan for the seamless integration of the project into the natural flow of teaching and learning, maximising opportunities for students to connect their practical experiences with theoretical core concepts.

Teacher support may include:

- clarifying the requirements of the Physical Education Project Brief

- helping students to understand how the brief issued by the State Examinations Commission for the Physical Education Project links to the Leaving Certificate Physical Education specification

- identifying any particular areas of the specification that students may need to engage with in order to undertake the AAC

- ensuring students are aware of the descriptors of quality associated with the AAC

- offering prompt questions, such as those supplied at the end of each section to stimulate and support students' planning 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

- guiding students in developing reflective and evaluative skills, including the use of appropriate tools for performance analysis.

- helping students to appreciate the importance of good 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 work on the AAC

- providing instructions at strategic intervals to facilitate the timely completion of the AAC

- drawing students' attention to any requirements in relation to the submission of the AAC specified in the brief

- promoting opportunities afforded by the AAC to develop Senior Cycle key competencies.

In order to facilitate the authentication process, teachers should engage regularly with students' work on the 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 editing draft work or providing model text or answers to be used in the students' evidence of learning.

# Appendices

## Appendix 1 List of Physical Activities

| Physical activity areas | Activities |
| --- | --- |
| Athletics | Running events, throwing events, jumping events |
| Artistic and Aesthetic | Gymnastics, dance |
| Aquatics | Swimming strokes, water polo, synchronised swimming |
| Adventure Activities | Orienteering, kayaking, indoor roped climbing, water-based rowing, cycling (Road, Mountain) |
| Games – Invasion | Gaelic football (men's/ladies), hurling/camogie, soccer, rugby, basketball, hockey, netball, Olympic handball |
| Games – Net/Wall | Badminton, tennis, volleyball, table tennis, GAA handball, squash |
| Games – Striking/Fielding | Cricket, softball, rounders |
| Games – Target/Striking | Golf |

# Appendix 2: Guidelines to support referencing

Referencing is an important aspect of the Physical Education Project as it allows those reading the *<insert relevant term>* 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 Physical Education Project.

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 the *<insert relevant term>*. 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 *<INSERT Physical Education Project>* 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 Physical Education 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 *<insert relevant term>* 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.

| Examples of in-text Citations for different types of sources |
|---|
| **Book**:<br>(p. 57, McLeskey, 2013) |
| **Newspaper/magazine article**:<br>(Hearne, J., 30/08/2024) |
| **Text/image accessed online**:<br>(thelatinlibrary.com/101/RhetoricalDevices) |
| **Audio accessed online**:<br>(Ep. 10, rte.ie/radio/podcasts/22093250) |
| **Video accessed online**:<br>(3:20 to 5:45, youtu.be/yCv4iyPqZKQ) |
| **AI Tools (with shareable url)**:<br>(chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940) |
| **AI Tools (without shareable url)**:<br>(OpenAI (2023) ChatGPT, 20/10/2023) |

| Examples of references for different types of sources |
|---|
| **Book in list of references**:<br>McLeskey, J. (2013) *Inclusion: effective practice for all students?* 2nd edn. |
| **Newspaper/magazine article**<br>Hearne, J. (30/08/2024) 'How bad driving habits cost Irish motorists hundreds every year', Irish Examiner |
| **Text/image accessed online**<br>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**<br>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**<br>ApintTurtle, Zig & Zag – Christmas crises, Film, date created 20/12/2008, <u>http://youtu.be/yCv4iyPqZKQ, 12/12/14, from 3 minutes 20 seconds to 5 minutes 45 seconds.</u> |
| **AI Tools**<br>Example with shareable URL generated by the AI Tool:<br>OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023.<br>https://chat.openai.com/share/f45a1e23-2217-4443-a244-d56ab26ae940 |
| **AI Tools**<br>Example without shareable URL<br>OpenAI (2023) ChatGPT (Oct. 20 version) [Large language model], accessed 20 October 2023.<br>Prompt used and text generated. |