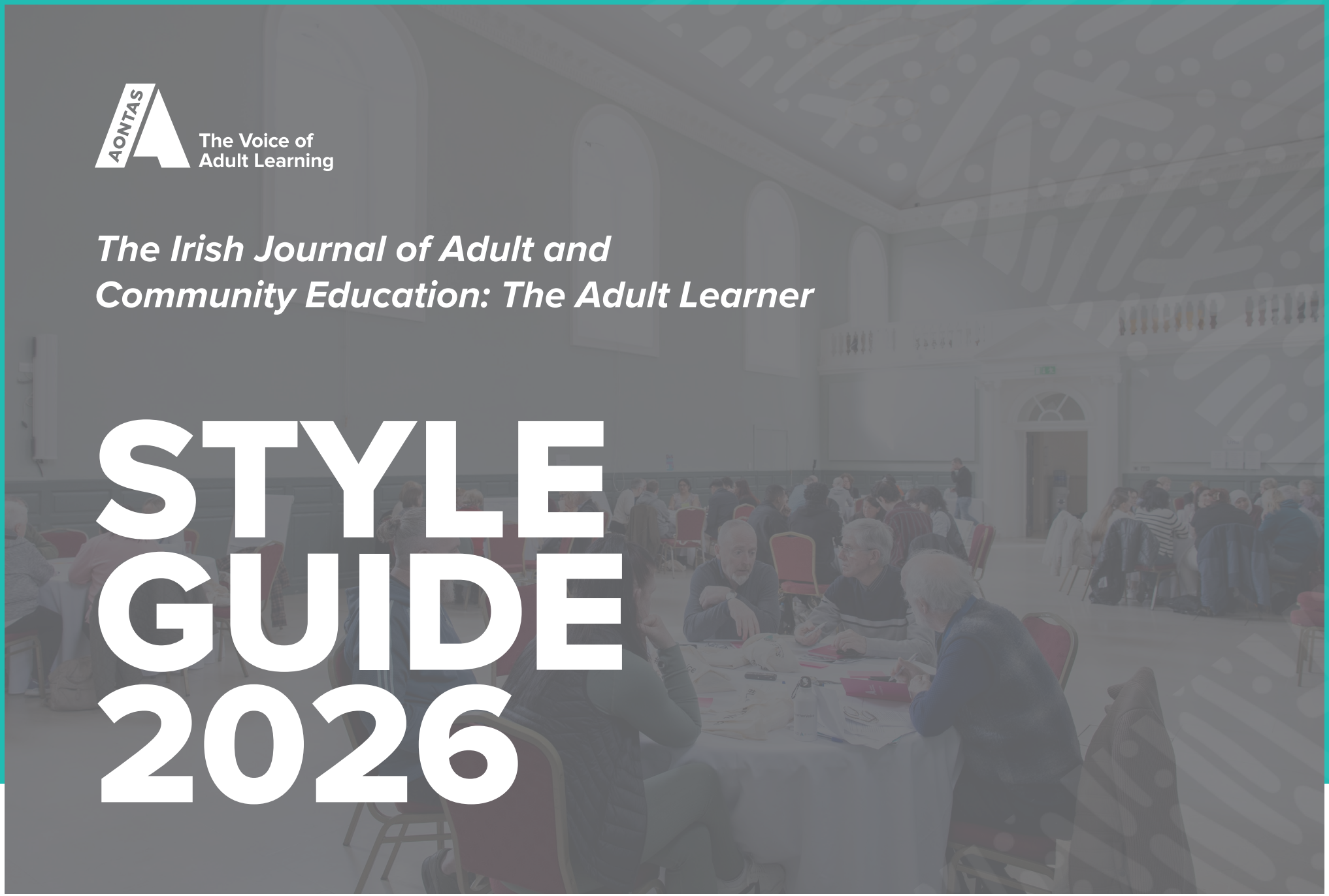
AONTAS
The Voice of Adult Learning

The Irish Journal of Adult and Community Education: The Adult Learner

STYLE GUIDE 2026



CONTENTS

INTRODUCTION

The Editorial Board of *The Irish Journal of Adult and Community Education: The Adult Learner* welcomes articles and reviews from the community of tutors, educators, researchers, and commentators in the field of adult and community education.

When you are writing an article or review for *The Irish Journal of Adult and Community Education: The Adult Learner*, you will have to draw on others' work in order to substantiate your own position, to evaluate evidence, explorations and arguments used by other authors and to demonstrate your wider reading and study. Information on referencing may be found in the Citations and Referencing section.

Please note: You must acknowledge the work of other authors and account for your interest in it. This is where referencing is essential and it involves a two-part process: the in-text citation and the list of references at the end of the work.

If there is a change of authorship after you have submitted your article for consideration, written confirmation is required from all authors to: journal@aontas.com. All authors will then be required to resubmit an updated copyright statement to reflect the remaining or new authors.

You must adhere strictly to the Style Guide 2026. If articles do not adhere to the Style Guide, they may be sent back to the author(s) for revision before inclusion in the peer-review process.

Anonymising of articles for peer review

All articles are kept anonymous until the final version has been approved by the reviewers.

We take care to anonymise all comments throughout to protect the integrity of the peer-review process. Any identifying information within the article, including images, references to your place of work, or publications by the author(s), will be redacted until the end of the peer-review process.

Once your article has been finalised, all authors' names and redacted information will be put back into the final version.

Before submitting your article

Please use the below checklist before you submit your article for consideration. Articles that do not adhere to the Style Guide will not be accepted and will be returned to the author(s).

Item	Style Guide page	Completed
Does the article follow the structure set out in the Style Guide?	pp.6-7	☐
Is your article within the word count (references excluded)?	p.6	☐
Do your in-text citations and references follow Leeds-Harvard referencing style?	pp.14-21	☐
Have you used Oxford Commas?	p.12	☐
Did you use double quotation marks?	p.10 and pp.16-17	☐
Have the titles of policies, reports, and books referenced in the main text been italicised?	p.7	☐
Are all images in black and white and have a resolution of at least 300ppi?	p.20	☐
Is the document langauge setting set to English (Ireland)?	p.7	☐
Have you ensured there are no endnotes, headers or footers, or footnotes?	p.8	☐
Have you completed all of the submission documents? • Author's Submission Statement • Copyright Statement	*found on the AONTAS website	☐

STRUCTURE AND STYLE

The Adult Learner accepts three different types of articles:

- **Type 1:** Peer-reviewed theory articles (max. 8,000 words)
- **Type 2:** Peer-reviewed case studies about practice (max. 3,000 words)
- **Type 3:** Book or policy reviews (max. 750 words)

All articles must have a portrait layout. Type 1 and Type 2 articles must follow the structure set out below and in ***Appendix A***. Type 3 articles must follow the structure set out in ***Appendix B***.

Title of Article

The title of the article should be placed at the top of the page in font:

Times New Roman, 16pt, bold

Abstract

An abstract of no more than 100 to 150 words should be inserted at the beginning of the article. The abstract should be written in *italics*.

Keywords Section

A keywords section should be inserted under the abstract. Each keyword should be capitalised.

Only 3 to 5 keywords may be submitted.

Headings

Headings within articles must be bold, use 12 point font, and be indented by 1.27cm.

In all Headings (Title, Section Headings, Subsection Headings) use capitals for:

- Nouns (man, bus, book)
- Adjectives (angry, lovely, small)
- Verbs (run, eat, sleep)
- Adverbs (slowly, quickly, quietly)
- Pronouns (he, she, it)
- Subordinating conjunctions (as, because, that).

Do not use capitals for:

- Articles (a, an, the) unless it appears at the first word of the title
- Coordinating conjunctions (and, but, or, for, nor)
- Prepositions fewer than five letters (on, at, to, from, by).

An example of section and subsection heading formatting may be found in *Appendix A* of this Style Guide.

Font

- **Font:** Times New Roman
- **Size:** 16 point for the main heading and 12 point for all body text including section headings
- **Line Spacing:** 1.5-point, 0 point spacing “before” and 8 point spacing “after”
- **Hard Return Spacing:** 8 point between paragraphs
- **Alignment:** Text should be justified
- **Section Headings:** Must be bold and tabbed in
- **Sub-section headings:** Must be in bold italics and tabbed in
- **Spelling:** Always use English spelling (e.g. organised, programme, colour) not American. Set your document to English (Ireland)
- **Italics:** Use italics for foreign terms in full written form such as ibidem and et alia (abbreviations of Latin terms e.g. et al., etc. do not need to be italicised) and book titles, government documents, and journal titles (e.g. *Adult Literacy for Life* Strategy).

Do not use italics for emphasis unless directly quoting from another source.

MAIN TEXT

All body text, including section headings, use 12 point Times New Roman font. Please see the font section on page 7 for further information.

Do not use footnotes, except for the rare instances where an explanation of an important fact or clarification is not possible in the text of the article (note that footnotes count toward the total word count of your article).

Abbreviations and Acronyms

Abbreviations or acronyms should only be used if the organisation or term appears more than three times in the text. Additionally, it should **always** be put in parentheses at first mention. If the acronym appears in the abstract, it must be defined there as well as in the main text.

Please note that certain audiences will not necessarily be aware of adult education abbreviations. If an organisation is mentioned three times or less, it is not necessary to give its abbreviation or acronym.

> **Example:** Education and Training Boards (ETBs), European Agenda for Adult Learning (EAAL), Further Education and Training (FET), Sustainable Development Goal (SDG).

Below are examples of how and when to use an abbreviation or acronym in *The Adult Learner*:

- A full point should be used to abbreviate a proper name, e.g. Clayton, J. or J.D. Salinger
- A full point should be used to abbreviate a Latin phrase, e.g. (exempli gratia), etc. (et cetera)
- Do not use full points in abbreviations of a formal organisation, e.g. IMF, NASA, or ILP
- Use all capitals if an abbreviation is pronounced as the individual letters (an initialism): ETB, CEO
- Use all capitals if an abbreviation is pronounced as a word. Spell out with capitals, e.g. OECD, NATO, UNICEF, unless it can be considered to have entered the language as an everyday word, such as awol, laser, pin number and sim card.

Leeds Harvard referencing style does not use ibid to refer to previously cited items. If you are citing the same item twice in a row (i.e. you do not cite any other items in the text between the two citations) you must write the full citation again.

> **Example:** Jones et al. (2017) emphasised that citations in a text should be consistent and argued that referencing is a key part of academic integrity. Furthermore, having a broad range of references in a text is an indicator of the breadth of a scholar's reading and research (Jones et al., 2017). They also suggested that…

Capitals

You must always use a capital letter:

- At the start of a sentence
- For proper names and place names, e.g. Mary; Galway
- For days, months, festivals, and projects, e.g. September; Adult Learners' Festival
- For the titles of reports, books, and government documents (e.g. *Further Education and Training Strategy 2014-2019*)
- For people's titles, e.g. Mrs, Dr, Mr

Hyphens

- Hyphens tend to clutter text, there is no need to use hyphens when the meaning is clear without a hyphen
- Use hyphens to form short compound adjectives (e.g. two-tonne vessel, three-year deal)
- Use hyphens in adjectival phrases including a verb participle (e.g. the jacket was ill-fitting)
- Use hyphens in prefixes before a proper name, number or date, e.g. anti-Thatcherism, post-2014 legislation, mid-December
- Use hyphens when writing out long numbers (e.g. one hundred twenty-two, thirty-three)
- Do not use hyphens for open compound nouns, but do use them for compound adjectives (e.g. the Irish working class/ Irish working-class culture)

Use hyphen only between words, do not use a hyphen where the longer em dash (—) is required.

Numbers

- Numbers one to nine should be spelt out (unless expressed in a percent form)
- Numbers from 10 onwards, the numerical figures should be used
- Numbers over 1,000 use a comma as a thousand separator
- If a sentence begins with a number, the word should be spelt out rather than using the numerical figures (e.g. Thirty people gathered in Dublin)
- Use m (million), bn (billion) or tn (trillion) for sums of money, quantities or inanimate objects in copy (e.g. 5m tonnes of coal, 30bn doses of vaccine, €2tn), but million or billion for people or animals (e.g. 1 million people, 25 million rabbits, the world population is 7 billion, etc.)

Numbers do not need to be spelled out if they are part of the term (Level 1, Level 2, Level 3, etc.) or part of your statistics (e.g. 59% (n=9).

For percentages:

- Use the symbol % in all cases, rather than the word “percent”
- Use percentages only when a substantial size population (e.g. over 100) is being used as a base sample set
- Please do not begin a sentence with a percentage.

Quotations

- Use double quotations marks (e.g. “This is a quote.”)
- Single quotation marks should be used for a quotation within a quotation
- Quotations should not be italicised, exceptions being titles of publications cited within the quotation
- Do not begin or end a quotation with ellipsis points (...)
- If a quotation is longer than two lines or more than 40 words, it should be indented and introduced by a colon (:)
- Indented quotations do not require quotation marks, unless containing a quotation within them (use double quotation marks in this instance)
- If you omit parts of a quotation, use an ellipsis. Ellipses in quotations must be formatted as [...] (e.g. “Language gradually transforms over time [...] it would be strange if language remained unaltered.”)
- Words inserted into a quotation must be placed inside square brackets (e.g. “Community education [is] important.”)

Note: Direct quotations from a source must cite the page number. If the source you are quoting does not have page numbers, use “no pagination”. More information on this may be found in the Citations and Referencing section.

Lists

- Use a comma for simple lists (including the Oxford comma)
- Use semi-colons or bullet points for complex lists
- Do not use full stops in bulleted lists (these should not be in full sentence form)
- Ensure lists follow a parallel structure where possible

If bullet points are used, please use the following structure:

- Primary list structure
  - Second list structure
    - Third list structure.

Punctuation

The **full stop** should be used to:

- Complete a sentence
- Indicate an abbreviation (as specified by rules stated in the abbreviation section of this Style Guide)
- Full stops should be followed by a single space before a new sentence
- When referencing, full stops should not be used at the end of a website citation

The **colon** should be used to:

- Indicate a distinct pause
- Introduce a list
- Introduce a long quotation

The **semi-colon** should be used to:

- Link two complementary ideas that could stand on their own as a complete sentence

  Example: The rumour was that the king was dead; the people believed it.

- To separate complicated lists

The **comma** should be used to:

- Add a descriptive clause to a sentence
- Surround a defining clause
- Separate simple lists
- **Use the Oxford Comma:**

  Use: I like bananas, apples, and oranges
  Don’t use: I like bananas, apples and oranges

The **apostrophe** should be used to:

- Show something is left out of a word (e.g. “don’t” is an abbreviation for “do not”)

  Example: Don’t open the door.

You should refrain from the use of contractions in formal writing unless you are quoting directly from a source. Be aware of exceptions to this rule, e.g. its v. it's ("Its" is the possessive version of "it")

> **Example:** Everything in its place. The dog wagged its tail. It's a fine day.

Common Phrases

Common phrases that appear frequently in the journal and which are highlighted here must be presented in the following format:

- This journal should be referred to the first time as *The Irish Journal of Adult and Community Education: The Adult Learner* with subsequent references as *The Adult Learner*
- AONTAS should be referred to the first time as AONTAS, The National Adult Learning Organisation with subsequent references as AONTAS

Use of a common phrase in a submission must be introduced fully in the first instanced, followed by a comma and the phrase "herein referred to as…"

> **Example:** In collaboration with *The Irish Journal of Adult and Community Education: The Adult Learner*, herein referred to as *The Adult Learner*, we were able to promote our community education programme at various events.

CITATIONS AND REFERENCING

The Adult Learner has adopted the Leeds Harvard Referencing Style, which has been developed for the Social Sciences as a clear, accurate and uncomplicated method of citation and referencing, known as the (Author, Date, Page Number) in parenthesis method.

To see further examples, please visit the Harvard Referencing Guide website provided by Leeds University.

The use of free referencing software, such as Zotero or Mendeley, is recommended to ensure your citations and references follow the Leeds Harvard referencing style.

An example reference section may be found in *Appendix D*.

In-Text Citations

You must cite all sources, both those used in directly and indirectly. To cite a source in the text you must provide the following in parenthesis:

- Author(s) last name
- Date of publication
- Page number(s) if it is a direct or indirect quote

Example: (Jones, 2023)

Example: (Jones and Smith, 2019, p.10)

This format may vary in the following circumstances:

Scenario	Example
A source with more than three authors uses “et al.” Please **do not italicize** “et al.”	(Jones et al., 2022)
Multiple sources with different authors. Separate them by semicolons and order them by year of publication with the oldest first.	(Smith et al., 2002; Jones, 2014; Brown, 2020)
Multiple sources with the same publication year. List them alphabetically by author(s) using semicolons to separate.	(Brown, 2020; Jones et al., 2020; Smith, 2020)
Multiple authors with the same last name, please provide the first initial with a full stop, followed by the last name.	(A. Jones and J. Jones, 2019)
Multiple sources with the same publication date and author(s) should be distinguished by adding a lower-case letter after the year (a, b, c, etc.) in their **first mention** within the text.	(Jones, 2005a) (Jones, 2005b) (Jones, 2005c)
In instances where the author has more than one source referenced within a sentence from different years, you do not need to repeat the author’s surname. Include their surname and the oldest publication date first, then separate the other years with semicolons.	(Jones, 1999; 2002; 2013; 2023)

Note: Ampersands (&) are not permitted. Please use “and” in lieu of an ampersand, unless it is used in the title of the publication you are referencing.

Direct and Indirect Quotations

If you are referencing a direct or indirect quote, **page number(s)** need to be included in the in-text citation. The citation for the direct or indirect quote must be in the same sentence as the quoted text.

Page numbers should be written as follows:

Scenario	Example
p. for single page referencing	(Jones, 2022, p.18)
pp. for multiple page referencing	(Jones et al., 2019, pp.205-206)
If the source you are quoting does not have page numbers, use “no pagination”	(Smith, 2005, no pagination)
If the source you are quoting does not have a date, use “no date”	(Smith, no date, p.267)
If the page numbers are in Roman numerals, do not include p. before them	(Smith, 1954, iv)

Do not space between full stop and page numbers or hyphens in the case that you are citing multiple pages.

If you are directly quoting an author, the quoted text should be enclosed by single quotation marks and the in-text citation should have the author, publication date, and page number(s) from where the quation was taken from.

> **Example:** “The times we are living in calls for new forms of education and that an integral part of creating something new is imaginatively exploring what might be possible” (Finnegan, 2016, p.55).
>
> **Example:** “It was emphasised that citations in a text should be consistent” (Jones, 1998, no pagination).
>
> **Example:** As Aitchison (1981, p.16) puts it: “Language, then, like everything else, gradually transforms itself over the centuries.”

It is not necessary to begin or end a direct quotation with an elipsis [...] as the reader can assume that the quote has been excerpted from the source.

An indirect quotation is an idea or fact that is taken from a source and used in your article. Indirect quotes do not use quotation marks but require the same in-text citation information as direct quotes.

> **Example:** According to Baldwin (1964, pp.1-23), the racial and national identities created a complex version of self are illuminated in part by leaving one's nation and looking from the outside in.

Quotes longer than two lines must be indented, with 8 point spacing between paragraphs, and must be preceded by a colon. Indented quotes do not use quotation marks.

It is good practice to track down and cite the original source you are quoting from. However, if this is not possible, you may cite the ideas of one author that you have found in the work of a different author. The in-text citation must use "cited in" to indicate location of quotation from another text/author. You must also supply the author(s) of the idea, the source you located them in, and the page number(s).

> **Example:** It was emphasised that citations in a text should be consistent (Jones, 1998, cited in Carol, 2001, p.9).

Note: In your reference section, you are only required to cite the source in which you found the idea(s). Using the example above, you would cite the work of Carol (2001).

Minor edits to quotations are permitted so long as the meaning of the quotation is not altered.

- Use square brackets and ellipsis to indicate text omitted from a direct quotation […]
- Use [sic] where an error/irregularity appears in a direct quotation.

> **Example:** According to Smith (1992, p.45), "Aitcheson [sic] appears to believe that everything changes; but this is questionable."

Referencing

All references cited in your submitted work must be included in the reference section at the end of your article. Your reference section must include a hanging indent and be in alphabetical order, starting with A and ending with Z.

An example reference section, including the hanging indent, may be found in *Appendix D*.

The references in your reference section should follow the format outlined below. Links to further information on referencing these sources are included in the table. Please pay attention to the placement of fullstops and commas, as well as where italics or bolded font are required:

Source	Format	Example
Book	Family name, INITIAL(S). Year. *Title*. Edition (if not first edition). Place of publication: Publisher.	Dahlberg, K., Dahlberg, H. and Nyström, M. 2008. *Reflective lifeworld research*. Lund: Studentlitteratur.
Book chapter	Family name, INITIAL(S). Year. Chapter title. In: Family name, INITIAL(S) (of editor). (ed(s)). *Title of book*. Edition (if not first edition). Place of publication: Publisher, page numbers.	Burgess, R. 1988. Conversations with a purpose: the ethnographic interview in educational research. In: Burgess, R. ed. *Studies in qualitative methodology*. London: Jai Press, pp.137-155.
Journal articles	Family name, INITIAL(S). Year. Title of article. *Journal Title*. [Online]. **Volume**(issue number), page numbers. [Date accessed]. Available from: DOI (or URL if no DOI available)	Tracy, S.J. 2010. Qualitative quality: eight “big-tent” criteria for excellent qualitative research. [Online]. *Qualitative Inquiry*. **16**(10), pp.837-851. [Accessed 30 September 2025]. Available from: https://doi.org/10.1177/1077800410383121
Newpaper article (online)	Family name, INITIAL(S). Year. Title of article. *Newspaper title*. [Online]. Date. [Date accessed]. Available from: URL	McGuire, P. 2016. Further and adult education: lifting the lid on one of Ireland’s best-kept secrets. *The Irish Times*. [Online]. 13 September. [Accessed 30 January 2025]. Available from: https://www.irishtimes.com/news/education/further-and-adult-education-lifting-the-lid-on-one-of-ireland-s-best-kept-secrets-1.2788596

Source	Format	Example
Online books, reports, and publications	Family name, INITIAL(S). Year. *Title*. [Online]. Edition (if not first edition). Place of publication: Publisher. [Date accessed]. Available from: DOI (or URL if no DOI available)	Bobek, A., Pembroke, S. and Wickham J. 2018. *Living with uncertainty: social implications of precarious work*. [Online]. Dublin: TASC. [Accessed 10 June 2025]. Available from: https://www.tasc.ie/assets/files/pdf/living_with_uncertainty_final.pdf
Thesis or dissertation	Family name, INITIAL(S). Year. *Title*. Type of qualification, academic institution.	Flynn, A. 2014. *Health care and neoliberalism in Ireland: withholding the gift and corrupting the social contract*. Ph.D. thesis, University College Cork.
Website or webpage	Family name, INITIAL(S) (or company name). Year. *Title*. [Online]. [Date accessed]. Available from: URL	European Commission. 2024. *eGovernment and digital public services*. [Online]. [Accessed 19 August 2025]. Available from: https://digital-strategy.ec.europa.eu/en/policies/egovernment

In the reference section, sources written by the same author(s) in different years should be ordered by year of publication, with the oldest first.

In instances where the author has more than one source published in the same year referenced, they should be distinguished by adding a lower-case letter after the year (a, b, c, etc.). The order they are listed should follow their **first mention** in the text rather than the title of the publication:

Jones, M. 1998a. *How to write academically*. Leeds: Academic Press.

Jones, M. 1998b. *Advanced writing tips*. Leeds: Academic Press.

Jones, M. 1998c. *How to reference*. Leeds: Academic Press.

When citing URLs, please use the shortest link possible. We ask that you do not copy URLs that are unnecessarily long or use symbols (e.g. percentages, numbers, forward slashes) as they will create a lack of clarity for the reader.

To see further examples please visit the Leeds Harvard Referencing Guide.

Images, Figures, Tables, and Diagrams

When submitting your article, please ensure that images, figures, tables, diagrams, etc. are high resolution. We require that they have a minimum resolution of 300 ppi (pixels per inch).

All text within images, figures, tables or diagrams must use Times New Roman font and be a minimum of font size 12.

Additionally, we require that all images, figures, tables, and diagrams are in black and white. Size and position figures to achieve consistent font size and information display.

Placement and labels

All images, figures, tables, and diagrams should be numbered sequentially and must be introduced in the text before their appearance. Please note that images, figures, tables, and diagrams should be displayed immediately after introducing them.

> **Example:** The breakdown is shown in *Figure 1*.
>
> **Example:** We also asked why learners chose Learn with NALA (see *Table 1*).

If the image, figure, table, or diagram are taken from a source, the citation would normally be given after the title of the figure, table, diagram, etc.

> **Example:** *Figure 1*, a wheel (Jones, 2021, p.56)

If the author(s) have already been named in the text, only the publication year and page number need to be mentioned in an in-text citation.

Example: Jones created a measurement tool (see *Figure 3*) to assess programme satisfaction amongst learners (2019, p.20).

Please place labels under each image, figure, table, diagram, etc. The label must provide a brief description of what is being conveyed in the image, figure, table, or diagram. **An example of this may be found in *Appendix C*.**

TERMINOLOGY AND AUDIENCE

The Adult Learner encourages critical thinking and evidence-based critique. Remain mindful of the impact of your writing both on readers and those you are writing about. Avoid terms that imply judgement or reinforce negative stereotypes, and unnecessarily gendered phrases (for example, ‘manning’ rather than ‘staffing’).

Terms you may wish to consider rephrasing include:

- Low-skilled learners
- Disadvantaged learners
- In gainful employment
- Non-nationals

Gendered Language

- Avoid using “he” and “she” in instances where “they” is applicable. If rewording is not possible, it is preferable to use “he or she”, not “s/he” or “he/she”
- Avoid using the word “man” to refer to the species and avoid its use in clichés, e.g. “they decided he was the right man for the job”

Legal Issues

- Err on the side of caution if there is any danger of text being interpreted as libellous
- Personal criticism of living individuals should not be made without very careful consideration of the possible legal consequences
- Ensure your writing does not breach of the 2009 Defamation Act

Other details

- Avoid use of etc. in your writing. It is vague and lacks clarity for the reader
- Please note that *The Adult Learner* does not use prefixes when referring to someone's name. To note their educational background, please write out their qualifications in lieu of using a prefix ahead of their name

  Example: "Jane Doe, who holds a PhD in Economics, is…"

Writing Style

- Emphasis should be achieved by the phrasing and grammar. It should not be necessary to use italics or bold to show emphasis.
- Consider using "I" or "we" instead of referring to "the researcher". Unlike some academic publications, we encourage a personalised approach to your article, e.g. "We met with the focus group to…"; "I conducted a literature review of…" This can help the reader be more personally engaged with your article.
- Avoid use of the passive voice, e.g. "a comparison was drawn". Instead, use the **active voice**, e.g. "Let's compare this with…."; "We can look at…."; "Let's explore…"; More personal: "When I think about the comparison between…"
- Explain your terms. Not everyone will know what you mean by terms commonly used in the adult and community education sector (e.g. Learner Voice)

Consider what change you are trying to bring about with your article. This may be a policy change, or it might be changing someone's mind, or challenging a preconception. A journal article tells the reader a story. It might achieve the following:

- Demonstrates the **value** of the research or case study and highlights the impact it may have across the adult and community education sector – on policy and on people's lives
- Shares **resources and ideas** that could be **useful** to the reader
- Demonstrates **awareness** of who our reader is, where they are coming from, what they are thinking about, and what challenges they might be facing
- Shares **new knowledge** that enhances the reader's understanding of a topic, which they might be able to use in their own work

Spelling of Terms

Please see below for the spelling of specific terms:

Accepted Spelling	Exceptions
adult education	Does not require capitalisation if it is referring to the sector
bachelor's degree	Unless it is referring to a specific degree (e.g. Bachelor of Arts)
community education	Does not require capitalisation if it is referring to the sector
COVID-19	
doctoral degree	Unless it is referring to a specific degree (e.g. Doctorate in History)
higher education	Unless it is part of a title or noun (e.g. Institute of Higher Education)
Learner Voice	The term does not need to be capitalised if it refers to one learner's specific voice (e.g. "The learner's voice was not heard")
master's degree	Unless it is referring to a specific degree (e.g. Master of Science)
wellbeing	

APPENDIX A

Type 1 and Type 2 article example structure

Learn with NALA: An Online Learning Platform for Adult Literacy

Abstract

'Learn with NALA' is an online learning service provided by Ireland's National Adult Literacy Agency (NALA). It supports the development of adult literacy, numeracy, and digital literacy skills at Levels 1 to 3 on the Irish National Framework of Qualifications (NFQ) through a virtual learning environment (VLE) and associated supports. This case study describes the service and discusses how adult education principles are put into practice through the service. The article presents key findings from a recent research project which used statistical data, a learner survey, and focus groups to better understand the profile and experience of learners using Learn with NALA. The findings highlight areas of good practice and their impact on learners.

Keywords: Adult Literacy, Online Learning, eLearning, Recognition of Prior Learning, Virtual Learning Environment

Heading

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Subheading

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APPENDIX B

Type 3 article example structure

Book Review: *Education and Training Boards: Shaping the Future, Leaving No One Behind*

KATHERINE DONNELLY (ED) 2025

EDUCATION AND TRAINING BOARDS IRELAND (ETBI)

ISBN: 9781068410208

REVIEWED BY NUALA GLANTON

This book captures the impressively diverse range of education and training provided by Education and Training Boards (ETBs). It brings together case studies and academic and personal reflections showcasing the progress made since the formation of ETBs, particularly in the formation of Community National Schools. Edited by journalist Katherine Donnelly, the book provides a valuable snapshot of the perspectives on ETBs, 12 years after their formation. Dunti officiis exeriorem faccusa volores tionsectem. Nam volla sita dolorrum ra doluptae nonecte et esto excerat ecaeperum quo mossequ aernam ulles utat.

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APPENDIX C

Labelling images, figures, tables and diagrams

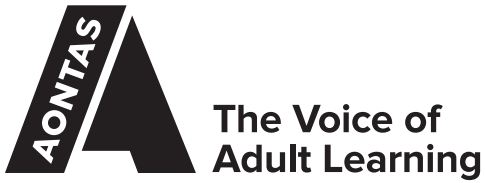

Image 1. AONTAS, The National Adult Learning Organisation logo

Place	Date	Time
Dublin	20th August	13.00
Cork	11th March	15.00
Galway	16th September	11.00
Limerick	27th June	19.00

Table 1. Data collection record

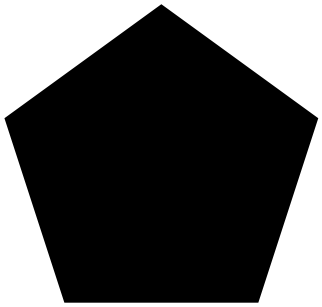

Figure 1. Pentagon

APPENDIX D

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