

HOW TO REFERENCE

for Health and Social Care students





Students often say that lecturers give conflicting advice on how to reference assignments, and have asked for clearer guidelines about referencing from Oxford Brookes University.

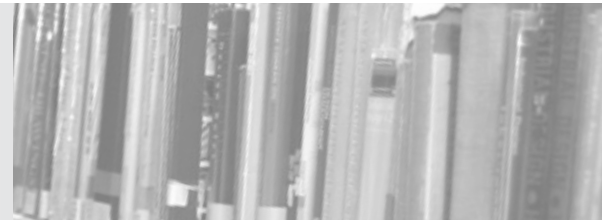
While individual lecturers may have their preferences for how references should be laid out (in the use of underlining and italics for example), the guidelines in this booklet are acceptable to all lecturers in health and social care.

Our guidelines begin with an example of an extract from an assignment with a reference list (Section 2, page 5). Wherever possible we have linked the examples given in this booklet to this extract. You may want to refer to this extract as you read the rest of the guide.

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Contents



How this guide works

1 Introduction	Page 4 This section explains why referencing is important in academic work.
2 Using Harvard referencing: an example The text References	Page 5 This piece of academic writing illustrates the Harvard referencing style we are suggesting that you can use in your work. It shows <ul style="list-style-type: none">• how to embed references in your text• how to set out the full reference list at the end of your assignment.
3 How to use sources in your writing Paraphrasing (and summarising) Quoting How to place references within your text Where to place the reference in your text Citing secondary sources (when an author refers to another author's work)	Page 7 This section looks closely at how the extract is put together, and the nitty gritty of how you discuss the materials you have read; summarising, paraphrasing and (occasionally) quoting.
4 How to present your reference list References or bibliography? How to reference a journal article How to reference a book How to reference an internet source	Page 12 This section shows you how to write the references for your reference list at the end of your assignment. You can see where each element of a reference comes from for a journal article, a book, and an internet source.
5 Essential sources and examples Journal article references Book references A chapter in a book When the same author has several publications	Page 16 Here are models for referencing some of the essential sources you may use in your work.
6 Other sources you might want to use	Page 18 Here are models for referencing some of the other sources you may use in your work.
7 Avoiding plagiarism	Page 20 If you follow our guidelines, you will not plagiarise by accident and will be well on the way to developing a good academic style. This section highlights pitfalls to avoid.

1 | Introduction

Why reference?

When you write academic assignments, you are expected to acknowledge all the sources you have referred to, so your reader knows where the information you are using has come from. It is therefore important that any statements you make in your work are supported by references to the materials you have read.

Good referencing is important because it

- shows the sources you have used in your work
- enables other people to find the sources you have used
- supports facts and claims you have made in your work
- avoids the accusation of plagiarism.

Does it matter what referencing system I use?

There are various referencing systems, and all are correct. However most parts of Oxford Brookes University use the Harvard (Author-date) system and this is the system explained in this booklet.

2 | Using Harvard referencing

A review of diabetes services in England and Wales (Audit Commission 2000) reports that the prevalence of clinically diagnosed Type 2 diabetes in the UK is approximately 3% of the general population although according to Gale and Anderson (2009), the prevalence of Type 2 diabetes in people of South Asian, African and Caribbean ancestry is greater. This is thought to be due to a combination of both genetic and lifestyle factors (Holt and Kumar 2010).

Within all populations, the prevalence of Type 2 diabetes increases with age (Holt and Kumar 2010, Gale and Anderson 2009, Williams and Pickup 2004, Department of Health (DH) 2002, Audit Commission 2000). However, according to Diabetes UK (no date), the average age of diagnosis in Asian and Afro-Caribbean populations is younger in comparison to their Caucasian counterparts, often appearing after the age of 25 years. The UK Prospective Diabetes study group (UKPDS) (1994) estimated that 20% of people of Asian descent aged 40-69 had Type 2 diabetes compared with 5% of Caucasians in the same age group.

Type 2 diabetes is a progressive disease and insidious symptoms mean that 20% of people have established long-term complications at diagnosis (Holt and Kumar 2010, Williams and Pickup 2004). The aim of diabetes management is to maintain quality of life and reduce the risk of developing long-term complications of diabetes (DH 2007). This involves educating the person with diabetes and their family.

Recent UK Government policy (DH 2008) has advocated a move towards more diabetes services being provided within primary care. A Cochrane review by Laurent et al (2004) concluded that nurse practitioners could provide as high quality care as general practitioners and achieve good health outcomes for patients with long-term conditions. In addition, a study by Williams and Jones (2006:190) found that patients:

welcomed the time that the nurse practitioner was able to spend with them discussing not only their health problems, but also factors impacting on, and affected by, their problems and symptoms.

This is supported by Rashid (2010) in her integrative literature review. However, whilst patients valued the extra time spent with nurse practitioners they expressed concerns about the level of nurses' knowledge of diagnostics and therapeutics. It is therefore imperative that nurse practitioners receive training and support when taking on these advanced nursing roles.


References

- Audit Commission (2000) *Testing times. A review of diabetes services in England and Wales*. London: Audit Commission. Available at: <http://www.audit-commission.gov.uk/SiteCollectionDocuments/AuditCommissionReports/nationalStudies/nrdiabet.pdf> (accessed 10/07/10).
- Department of Health (DH) (2002) *National Service Framework for diabetes: Health inequalities in diabetes*. London: Department of Health. Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4002951 (accessed 10/07/10).
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- Diabetes UK (no date) *What is Type 2 diabetes?* Available at: http://www.diabetes.org.uk/Guide-to-diabetes/Introduction-to-diabetes/What_is_diabetes/What-is-Type-2-diabetes/ (accessed 10/07/10).
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- Rashid C (2010) Benefits and limitations of nurses taking on aspects of the clinical role of doctors in primary care: integrative literature review. *Journal of Advanced Nursing*. 66 (8), 1658-1670. Available at: <http://ejournals.ebsco.com/direct.asp?ArticleID=4B07BC2F2082DE7E9A74> (accessed 10/07/10).
- UK Prospective Diabetes Study Group (1994) UK Prospective Study Paper X11: differences between Asian, Afro-Caribbean and White Caucasian Type 2 diabetic patients at diagnosis of diabetes. *Diabetic Medicine*. 11 (7), 670-677.
- Williams A and Jones M (2006) Patients' assessments of consulting a nurse practitioner: the time factor. *Journal of Advanced Nursing*. 53 (2), 188-195. Available at: <http://ejournals.ebsco.com/direct.asp?ArticleID=4389927E17D913CB53D1> (accessed 10/07/10).
- Williams G and Pickup JC (2004) *Handbook of diabetes* (3rd edition). Oxford: Blackwell Publishing.

3 | How to use sources in your writing

This section focuses on good practice in how to use your sources in your writing, and outlines

- **Paraphrasing (and summarising)**
- **Quoting**
- **Where to place the reference in your text**



Paraphrasing (and summarising)

Paraphrasing is when you use another person's ideas but put them in your own words showing that you have read and understood them. You don't do this simply by changing a few words or altering the presentation of the work. You always aim to end up with a shorter version than the original – so you summarise to pick out the main points. This is how it works.

In our research, we read an article by Williams and Jones (2006). Here is an extract from the article.

Time matters to patients, whether it is time to discuss problems fully or time saved as a result of having issues resolved so that further visits are minimized. The patients were satisfied with their consultations with the nurse practitioner in both respects. Time appears to be a factor associated, and in complex relationship, with other factors, including the nurse practitioner's style of consulting, questioning skills and recourse to strategies besides prescribing (Williams and Jones 2006: 194).

Here we have summarised the extract, using our own words to paraphrase it.

The nurse practitioner's consultation style should allow patients time to raise issues they want to discuss. This will help to reduce the need for follow-up consultations and can lead to patients considering health-related changes other than prescription medicines (Williams and Jones 2006).

Why is this paraphrase acceptable?

- It accurately relays the key points of the original work
- We have used our own words in paraphrasing
- The source of the information is clearly acknowledged.

Following a paraphrase like this, in a critical discussion you would then explain why this statement is relevant to the context of your piece of work.

Quoting

Quotations can be a powerful addition to your writing, but should be used sparingly. A quotation implies that you have reproduced word-for-word a short extract – a few words, or a few lines - from a source which explains, emphasises or draws attention to your point in a way not achieved by paraphrasing. There needs to be something special about a quote.

Example 1. A short quotation

Williams and Pickup (2004:6) describe how Aretaeus, a Greek scientist, had observed that for people with diabetes "...one cannot stop them either from drinking or making water...".

Here the quotation is from the author of an important original source (an ancient Greek scientist), whose words are particularly profound.

- The quote is incorporated into the sentence.
- Quotation marks are used to emphasise the text and 3 dots used at the beginning or the end of the phrase (or both) if the phrase is part of a longer quotation.
- The page number of the quotation follows the date and a colon in the reference so that the reader can find it easily.

The source of the text will be listed in full in the references section at the end of your assignment.

The full reference is:

Williams G and Pickup JC (2004) *Handbook of diabetes* (3rd edition). Oxford: Blackwell Publishing.

Example 2. A longer quotation

The National Service Framework for diabetes: Standards (DH 2001:16) states that:

The NHS will develop, implement and monitor strategies to reduce the risk of developing Type 2 diabetes in the population as a whole and to reduce the inequalities in the risk of developing Type 2 diabetes.

This direct quotation from a Government document implies an important and specific goal worthy of further discussion. Note that

- the quotation has been separated out from the main text and indented to make it stand out from your own writing
- you don't need to use quotation marks or italics
- ideally, quotations used in this way should be no longer than about 5 lines
- the page number is given in the author/date reference in the text so the reader can find it.

The source of the text will be listed in full in the references section at the end of your assignment.

The full reference is:

Department of Health (DH) (2001) *National Service Framework for diabetes: Standards*. London: Department of Health. Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4002951 (accessed 10/07/10).

The National Service Framework for diabetes is also available as an online (browsable) version. This was published in 2007. You will see when navigating this document that there are no page numbers. When quoting from an online document without page numbers please use the following format:

The National Service Framework for diabetes (DH 2007: no page) states that:

The NHS will develop, implement and monitor strategies to reduce the risk of developing Type 2 diabetes in the population as a whole and to reduce the inequalities in the risk of developing Type 2 diabetes.

The full reference for this source will be:

Department of Health (DH) (2007) *National Service Framework for diabetes*. London: Department of Health. Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/Browsable/DH_4096591 (accessed 10/07/10).

How to place references within your text

In our extract (Section 2), we have included sources written by

- one author (Rashid 2010),
- two authors (Williams and Jones 2006), and
- three or more authors (Laurent et al 2004).

You don't want to clutter up your text listing all the authors every time you refer to their work, so where there are three or more authors you can put 'et al' (Latin for 'and others') in your text. But ALL the authors should be listed in full within your list of references at the end.

Where do I put the reference within my text?

Exactly where each reference goes depends on the emphasis you want to give your writing, as the following examples demonstrate.

Example 1. Focus on the source

Here we give you (the reader) a quick overview of the key point from each source. The author's name occurs naturally in the sentence, and we add the year so you can pinpoint the source from the reference list.

The Department of Health (2008) sets out their vision for primary and community care services which provides opportunities for nurses and allied health professionals (AHPs) to work in partnership with patients as experts helping them to take more control over their health.

A Cochrane review by Laurent et al (2004) concluded that nurse practitioners could provide as high quality care as general practitioners and achieve good health outcomes for patients with long-term conditions. In addition, a study by Williams and Jones (2006:190) found that patients

welcomed the time that that the nurse practitioner was able to spend with them discussing not only their health problems, but also factors impacting on, and affected by, their problems and symptoms.

This is supported by Rashid (2010) in her integrative literature review.

Example 2. Focus on the *ideas*

Here we focus on the ideas and research findings, adding the author and date so you can follow up from the reference list and find out more if you want to.

Changes to primary and community care services will provide opportunities for nurses and allied health professionals (AHPs) to work in partnership with patients as experts helping them to take more control over their health (Department of Health 2008). For patients with long-term conditions, this may involve seeing a nurse practitioner instead of their general practitioner although it has been found that nurse practitioners can provide as high quality care as general practitioners and achieve good health outcomes for their patients (Laurent et al 2004).

Indeed, patients have welcomed the time that the nurse practitioner was able to spend with them discussing not only their health problems, but also factors impacting on, and affected by, their problems and symptoms (Williams and Jones 2006:190).

You will find both styles in your reading, and you can use both in your writing.

Take a look at our extract in Section 2.

Citing secondary sources

When you are set an assignment, your tutors want you to read widely, looking at a variety of different books, articles and materials so you gain depth, detailed knowledge and an awareness of the different perspectives within the discipline. A textbook with all the sources in is a good place to start to give you an overview, but then you need to go and find the actual texts, and read them in their original form (primary sources) because this enables you to consider their original context.

This is why tutors do not encourage the use of 'secondary sources'. Occasionally, however, it is acceptable to use a citation or secondary source, especially when the original is not easy to locate (because it is old, for example). We ask you not to cite lecture notes or seminar material in your assignments. Tutors will direct you to relevant published material on the reading list – that is what the reading list is for!

Example

Using a secondary source in your text

Orem (1991) cited in Pearson et al (2005:105) describes self care as

Care that is performed by oneself for oneself when one has reached a state of maturity that is enabling for consistent, controlled, effective, and purposeful 'action'.

Orem (1991) is a comparatively old reference and the original book may be difficult to locate, but it is still a key text today in the study of nursing theory. In this instance, Pearson et al can be used as a secondary source. However, before doing so, it is important to make sure that Pearson et al are using the source in the same way as you will be using it, as you are not in a position to check what Orem actually said in the 1991 text.

You don't have to quote of course – you can paraphrase/summarise:

Orem (1991) cited in Pearson et al (2005) describes self care as something which is achieved on maturity, enabling control and effective action.

In your reference list

You list the book/source in which YOU found it.

Pearson A, Vaughan B and Fitzgerald M (2005) *Nursing models for practice*. Edinburgh: Butterworth Heinemann

4 | How to present a reference list

General principles

The list of references at the end of your work gives your reader the full details of all the sources you have referred to in your work, so they can go and find them. So ensure that

- every source listed in your reference list can be found in the form of (author/date) in your text
and
- every reference in your text (author/date) is listed in full in your reference list.

Markers may cross check your references, so it is worth checking that you have stuck to these two simple rules before you hand your work in! List them in alphabetical order by the first author's surname, or the name of the organisation.

For examples of book, internet and journal references, see the rest of this section, and also see our examples in Section 2, where we have included an extract with a reference list.

References or bibliography? What's the difference?

The **reference list** is a list of all the sources you have referred to in your writing. This is what we would expect to see at the end of the assignment work you are being asked to do.

A **bibliography** is a list of everything you have read on the subject, including background reading whether you refer to it in your work or not. You may occasionally be asked for a bibliography.

If you are, divide your sources into two sections

1. **References** (for sources you cite in your text)
2. **Bibliography** (for sources you have read but chose not to cite or for sources you plan to use in future work e.g. a project proposal)

On page 6, you can see a reference list that has been written following the assignment extract. Notice how it is written in alphabetical order and that there is a mixture of books, journal articles, a website and some Government documents, appearing in the same list. You can see how each of them has been used in the extract.

How to reference a journal article

1

Author(s)

3

Title of article

ISSUES AND INNOVATIONS IN NURSING PRACTICE

Patients' assessments of consulting a nurse practitioner: the time factor

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WILLIAMS A. & JONES M. (2006) *Journal of Advanced Nursing* 53(2), 188-195

Patients' assessments of consulting a nurse practitioner: the time factor

Aim. This paper reports a study exploring patients' views about consulting with a primary care nurse practitioner.

Background. United Kingdom based randomized controlled trials comparing the work of doctors and nurse practitioners add considerable weight to the view that patients tend to be more satisfied with primary care nurse practitioner consultations. However, there is a need for qualitative research to explore issues raised by the trials.

Methods. A judgement sample of 10 patients consulting with a primary care nurse practitioner was drawn. In-depth interviews were conducted and analysed thematically. The data were collected in 2000-2001.

Findings. The following themes were identified in the data: time spent in the consultation; and time as a commodity in patients' lives. Time matters to patients when they consult on their health, whether it is time to discuss problems or time saved as a result of having issues resolved, thus minimizing further visits. Factors associated with the style and emphasis of consultations are also important.

Conclusions. Understanding the relationship between time, and style and emphasis of consultation may help to explain patients' satisfaction with primary care nurse practitioners.

Keywords: nurse practitioner, patients, primary care consultations, time.

Introduction

This paper reports on a study of patients' assessments of consulting with a primary care nurse practitioner who had successfully completed a Royal College of Nursing-franchised nurse practitioner programme in Wales. The analysis of patients' assessments was part of a stakeholder evaluation designed to explore the value added to the delivery of care by primary care nurse practitioners and to identify emerging new roles.

We have chosen to focus on time in this paper because recent research on the substitution of nurses for doctors refers to time as a factor in relation to the economic management of primary care. It is reported that nurse practitioners provide

longer consultations than general practitioners. However, there appears to be a lack of evidence about the economic impact of substituting nurse practitioners for doctors (Horrocks *et al.* 2002). While recognizing the importance of quantifying economic impact, we argue that a qualitative exploration of patients' experiences of time spent and saved in consultations with nurse practitioners may broaden our understanding of what counts as cost-effective primary care.

Background

In evaluating the delivery of care, there is an increasing demand for patient and public viewpoints to be taken into account. The movement towards an expanded role for

188

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7

URL internet address

8

Date on which you accessed the reference

Reference for this article

The reference for this article (as listed in our references section) looks like this.

Williams A and Jones M (2006) Patients' assessments of consulting a nurse practitioner: the time factor. *Journal of Advanced Nursing*. 53 (2), 188-195. Available at:

<http://ejournals.ebsco.com/direct.asp?ArticleID=4389927E17D913CB53D1> (accessed 10/07/10).

As this article was accessed online as an e-journal we have added the URL internet address (7) and the date we accessed it to our reference (8).

If however you have only used the journal article as a hard copy, you only need to give the hard copy reference. The URL internet address is not required.

See section 5

for more examples of references

The eight points of a journal reference

1. The **author(s)** in the order they are given in the article. Family name (surname) first, followed by their initial(s)
2. The **year** the article was published (in brackets)
3. The **full title** of the article
4. The title of the journal in *italics*
5. The **volume** and **issue number** (where given)
6. The **pages** of the article
7. The **URL** internet address
8. The **date** on which you accessed it

2

Year of publication

4

Title of journal

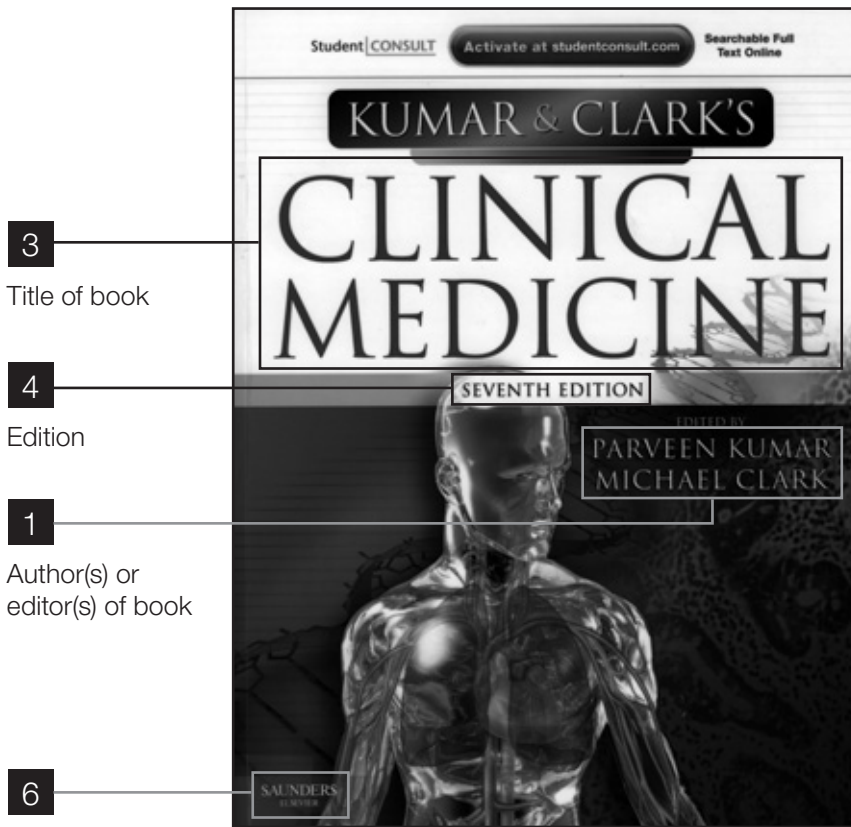
5

Volume and issue number

6

Page no(s).

How to reference a book



3
Title of book

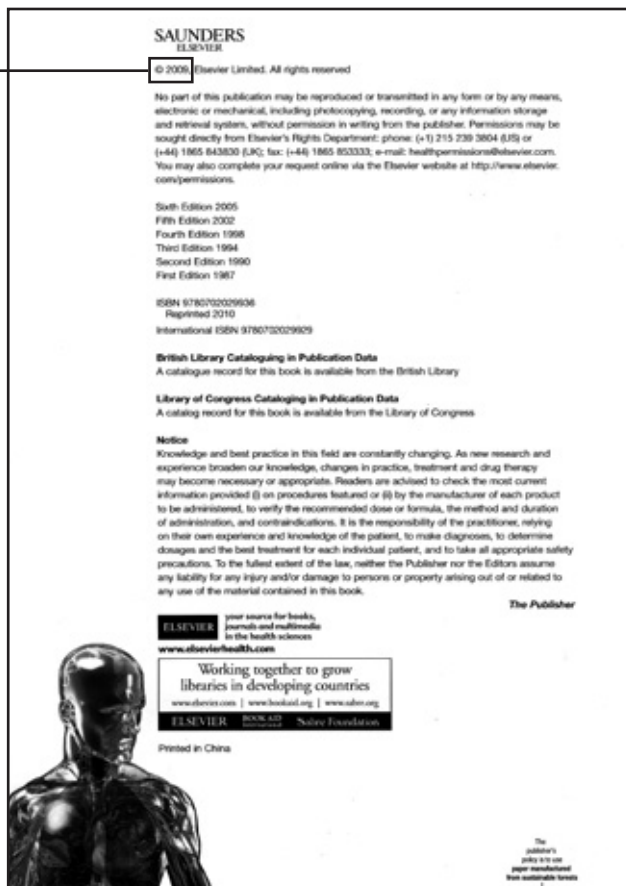
4
Edition

1
Author(s) or editor(s) of book

6
Publisher

2
Year of publication

5
City of publication



Reference for this book

The reference for this book (as listed in our references section) looks like this.

Kumar P and Clark M (Eds) (2009) *Kumar and Clark's Clinical Medicine* (7th edition). Edinburgh: Saunders Elsevier.

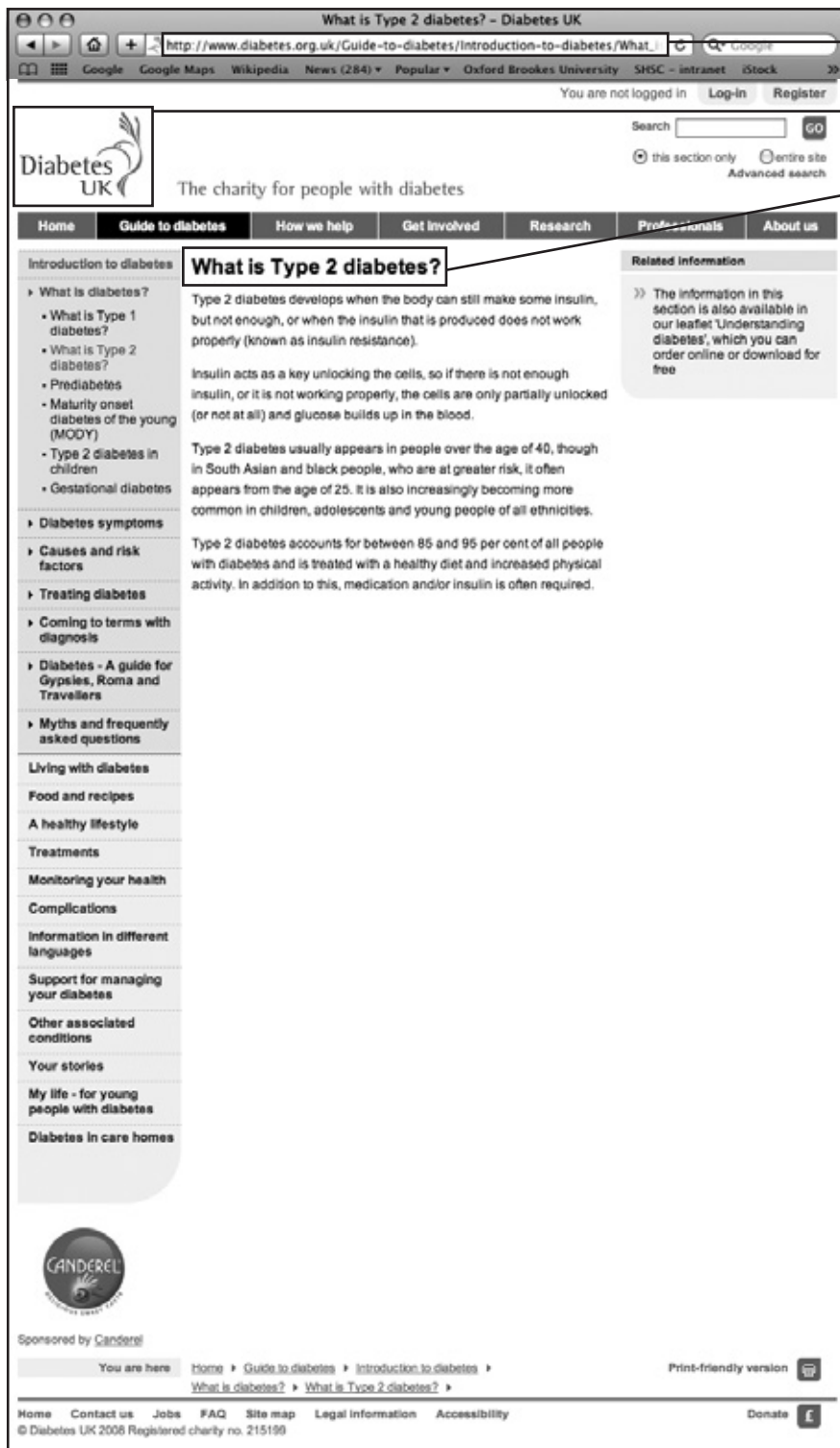
See section 5
for more examples of references

The six points of a book reference

1. The **name(s) of the author(s) or editors(s)** in the order they are given on the title page: family name (surname) first, followed by their initial(s).
2. The **year** the book was published: if more than one edition has been published, give the date of the edition you are using.
3. The **title** of the book in *italics*.
4. The **edition** of the book in brackets (if shown).
5. The **city** in which the book was published, followed by a colon. (This information can be found within the book or from the library catalogue.)
6. The **name** of the **publisher**.

How to reference an internet source

You may wish to link to websites or specific web pages in your work. Do be selective in your choice of websites, and try to ensure that you only refer to information that is published by reputable authors/organisations.



- 4 Full URL internet address of webpage
- 1 Author or organisation
- 3 Full title of webpage
- 2 Date webpage written or updated
(In the example we have used, it is not clear when this webpage was written, or when it was last updated. We have therefore written 'no date' in our reference. If, however, it is clear when the website was written or updated, write this year in your reference)
- 5 Your access date
(You can find the date at the bottom of the page when printed)

Reference for this website

The reference for this website (as listed in our references section) looks like this.

Diabetes UK (no date) *What is Type 2 diabetes?*
Available at: http://www.diabetes.org.uk/Guide-to-diabetes/Introduction-to-diabetes/What_is_diabetes/What-is-Type-2-diabetes/ (accessed 10/07/10).

See section 5
for more examples of references

- The five points of an internet reference**
1. The **author(s)** of the website (organisation or person).
 2. The **year** the website was written or updated, if known.
 3. The **full title** of the webpage or website.
 4. The **full internet address** of the webpage or website.
 5. The **date** on which you accessed the webpage or website.

5 | Essential sources and examples

This section gives examples of references from the most frequently used sources. Use them as models.

Journal article references

One author

Rashid C (2010) Benefits and limitations of nurses taking on aspects of the clinical role of doctors in primary care: integrative literature review. *Journal of Advanced Nursing*. 66 (8), 1658-1670. Available at: <http://ejournals.ebsco.com/direct.asp?ArticleID=4B07BC2F2082DE7E9A74> (accessed 10/07/10).

Two authors

Curtis E and Nicholl H (2004) Delegation: a key function of nursing. *Nursing Management*. 11 (4), 26-31. Available at: <http://proquest.umi.com/pqdlink?RQT=572&TS=1278930884&clientId=17206&VType=PQD&VName=PQD&VInst=PROD&PMID=37458&PCID=13004461&SrtM=0&SrchMode=3&aid=1> (accessed 10/07/10).

Three or more authors

Horrocks S, Anderson E and Salisbury C (2002) Systematic review of whether nurse practitioners working in primary care can provide equivalent care to doctors. *British Medical Journal*. 324 (7341), 819-823. Available at: <http://www.bmj.com/cgi/content/abstract/324/7341/819> (accessed 10/07/10).

Book references

One author

Carrier J (2009) *Managing long term conditions and chronic illness in primary care*. London: Routledge.

Two authors

Holt T and Kumar S (2010) *ABC of diabetes* (6th edition). Oxford: Wiley-Blackwell.

Three or more authors

Nolan M, Davies S and Grant G (2001) *Working with older people and their families: Key issues in policy and practice*. Buckingham: Open University Press.

A chapter in an edited book

Here you need to give the details of both the chapter (as for an article) and the book from which it is taken, including the page numbers.

Gale EAM and Anderson JV (2009) Diabetes mellitus and other disorders of metabolism. In Kumar P and Clark M (Eds) (2009) *Kumar and Clark's Clinical Medicine* (7th edition). Edinburgh: Saunders Elsevier, 1029-1076.

When the same author has several publications in the same year

When you want to refer to several articles by the same author, all published in the same year, you need to be able to show your reader which is which. This is most likely to happen with articles by a regular journalist in a newspaper or professional journal.

To distinguish between the documents in your written text, add a lower-case letter (a, b, c, d etc.) after the year inside the brackets.

Example

In your text you might write

A steady flow of anecdotal evidence from individuals who have completed the Return to Practice course (Clarke 2000a,b,c,d) indicates that the quality of these programmes is mixed.

In your reference list

You would list each one in full in chronological (date) order, the most recent first.

Clarke A (2000a) A rocky road back. *Nursing Times* 96 (26), 31.

Clarke A (2000b) Back to school. *Nursing Times* 96 (27), 32-33.

Clarke A (2000c) Doing the rounds. *Nursing Times* 96 (28), 32-33.

Clarke A (2000d) End of the road. *Nursing Times* 96 (29), 31.

6 | Other sources you might want to use

Below are examples of how to reference other sources you may want to use in your work.

Brochures and leaflets

Health Professions Council (HPC) (2008) *Confidentiality - guidance for registrants*. Available at: <http://www.hpc-uk.org/publications/brochures/index.asp?id=164> (accessed 10/07/10).

Royal Society for the Prevention of Accidents (RoSPA) (1992) *Keep Safe. Ideas for older people and those with disabilities*. Birmingham: Royal Society for the Prevention of Accidents.

Company documentation

Abbott Nutrition (2001) *Feeding with the Clearstar pump*. January 2001.

Conference proceedings

Crabtree H (2003) Improving student learning using an enquiry based approach. *Paper presented at BEST 2003: Creativity and Innovation in Academic Practice, Brighton, 9-11th April*.

DVDs/CD-ROMs

National Respiratory Training Centre (2005) *Respiratory therapeutics*. Warwick: National Respiratory Training Centre. [CD-ROM].

E-books

Santy J and Smith L (2007) *Being an E-learner in Health and Social Care: a student's guide*. MyiLibrary [Online] Available at: <http://www.myiLibrary.com> (accessed 11/08/09).

Films, videos and broadcasts

Macmillan Cancer Relief (2003) *Introducing the Gold Standards Framework*. Macmillan Cancer Relief. [Video recording].

Government or organisations as authors

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Health and Safety Circulars

Medical Devices Agency Adverse Incidence Centre 1996. Safety Notice MDA SN 9637. 19th November. *Transfer and lifting equipment: Problems associated with moving patients*.

Images

Morse C (2008) *Together We Are Better*. Available at: <http://www.flickr.com/photos/charlottomorse/collections/> (accessed 10/07/10).

Newspaper articles

Grice A (2010) NHS faces major overhaul as GPs given more powers. *The Independent*. 9th July. Available at: <http://www.independent.co.uk/life-style/health-and-families/health-news/nhs-faces-major-overhaul-as-gps-given-more-powers-2022305.html> (accessed 10/07/10).

Nursing and Midwifery Council (NMC) Circulars

Nursing and Midwifery Council (NMC) (2010) *UK wide arrangements for the introduction of new pre-registration nursing programmes*. Available at: <http://www.nmc-uk.org/Publications-/Circulars/Circulars-2010/> (accessed 10/07/10).

Statutory Instruments

Great Britain. *The Misuse of Drugs Regulations Order 2001* (SI 2001 No. 3998). Available at: <http://www.opsi.gov.uk/si/si2001/20013998.htm> (accessed 10/7/10).

Theses and dissertations

Meetoo D (2002) *Non-compliance and diabetes self-care activities: A case study of Asians and Caucasians (PhD thesis)*. Department of Health Care Studies: Manchester Metropolitan University.

UK Statutes (Acts of Parliament)

Great Britain. *Children Act 2004* Chapter 31. London: The Stationary Office. Available at: http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1 (accessed 10/07/10).

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YouTube video links

Diabetes UK (2009) *Diabetes the facts*. Available at: <http://www.youtube.com/user/diabetesukcharity#p/a/u/1/vI3tM155H6E> (accessed 10/07/10).

7 | Avoiding plagiarism

Plagiarism is presenting another person's work as if it was your own (Carroll 2002). This includes using another person's ideas and words without clearly acknowledging the source. You can avoid this if you include references in your work.

If someone sets out to cheat – because that's what plagiarism is – then they will be subject to the University's disciplinary procedures. But we are more concerned about students who worry that they may have plagiarised by accident, or worry that their referencing or written style is not good enough to avoid the accusation of plagiarism. If you follow our guidelines, you will not find yourself plagiarising by accident and will be well on the way to developing a good academic style.

You would be plagiarising if you

- submit a piece of work that has been written by someone else as if it was your own work
- take ideas, sentences and/or paragraphs or even a key phrase from various people's work and paste them into an essay without saying where the ideas have come from
- omit quotation marks and page number(s) if making a direct reference to another person's work
- do not place the in-text reference close to where you are discussing material from your reading. The reader needs to see what is your account (or summary) of what you have read (in-text reference goes here), and what is your own comment.

How to avoid plagiarism

To avoid the accusation of plagiarism you must clearly acknowledge the source of information when you

- use another person's ideas and/or words
- use any facts, statistics, graphs or pictures prepared by another author
- quote another person's actual words (whether spoken or written)
- paraphrase another person's spoken or written words.

You may like to look at a software package called PLATO. This is a student friendly software package which is available through the library and will help you to understand what plagiarism is:

www.brookes.ac.uk/library/skill/plagiarism.html

Please note: the referencing style shown in the referencing tutorial is not the same as our guidelines. Please use these guidelines to avoid being marked down for referencing within your work.

Reference

Carroll J (2002) *A handbook for deterring plagiarism in higher education*. Oxford: Oxford Centre for Staff and Learning Development.

And finally...

If you need to refer to these guidelines in anything you write, you are, of course welcome to do so. Just remember to cite us correctly in your text! To list the publication in your references section; write:

Harper A, Hunt J, Williams K and Woolliams M (2011) *How to reference for health and social care students* (7th edition). Oxford: Oxford Brookes University.

More seriously!

We would really value your feedback.

Is this booklet useful? What is especially useful? Or not? Is it clear? Or confusing?

What else would you like to see included? Or left out?

We welcome your feedback.

Please email your comments to

shsc_student_reference@brookes.ac.uk

An electronic version of this guide is available from

the Document Store via the intranet site:

<https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=53>

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- The many students who have contributed ideas, suggestions and feedback on these guidelines.

We hope you enjoy your studies.

10 top tips for writing references in your work

1. **Keep this guidebook handy!**
2. **When you begin** your research, keep a note of the full reference details of the sources you find.
3. **Make sure** you have all the details of your reference before leaving the library, handing your books back to the library, or closing down your computer. Consider learning to use an electronic software programme such as Endnote, for keeping track of your references. Although cards or a notebook is just as good.
4. **To save you time**, write a computer file for your reference list as you go along rather than leaving it to the last minute to write it up. You can then edit the list and 'cut and paste' into your final assignment.
5. There is no such thing as an ideal number of references for an assignment as it depends on what you have been asked to do! You should however, **select enough relevant material to show you have 'read around' your subject area** to enable you to give a balanced, knowledgeable view.
6. **Be consistent** in your referencing style. Make sure you write things the same way each time, as we have tried to do in these guidelines.
7. **Check that** all the references used in the assignment are written in the list at the end and vice-versa.
8. The reference list goes **after the assignment** and **before the appendices**.
9. If you have **received negative feedback** about your referencing in assignment work, follow it up with your marker if it isn't clear to you.
10. Referencing takes a while to learn to do, but it eventually becomes automatic and you'll see its relevance. **Be patient with yourself!**

Sources of further advice

Upgrade Study Advice Service

Upgrade is the university's confidential study advice service for anyone who wants advice on

(any level, any course) on:

- study skills – planning and writing essays, assignments and dissertations
- statistics, maths

Email to book a tutorial (30 minutes): upgrade@brookes.ac.uk

Check out the Upgrade website www.brookes.ac.uk/services/upgrade for

- Opening times and locations and
- A/Zs of advice and resources on Study Skills, Maths and Statistics

Any student - Any course - Any year

Library

The Subject Librarians for Health and Social Care, are able to provide advice for all students

Email **healthcarelibrarians@brookes.ac.uk** or
Telephone **01865 483135**.

Library website: **<http://www.brookes.ac.uk/library/>**

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* Refer to website for details: www.brookes.ac.uk/acp/prospective-students/study

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Website: www.shs.brookes.ac.uk/osteoclinics

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