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# Handbook for Written Coursework

(APA 7<sup>th</sup>  
Referencing  
Style)





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CEL T comprises three units that work together to support your learning in different ways:

Our **Learning Development** team offers guidance and support for key academic skills, including essay writing, planning your assignments, and referencing. They provide resources for you to access via Blackboard, a range of skills workshops, and one-to-one support. For more information, email [learningdevelopment@bishopg.ac.uk](mailto:learningdevelopment@bishopg.ac.uk)

The **Digital Learning** team support you in using technology to enhance your learning experience. They can offer help with Blackboard and Turnitin, as well as new and exciting digital practices. The team can also support you in completing your Development and Career Plan (DCP). For further details, email [digitallearning@bishopg.ac.uk](mailto:digitallearning@bishopg.ac.uk)

Our **Student Engagement Facilitator** can work with you to develop projects that enhance the learning experience of students at BGU. If you are interested in having a say and being involved with how the university works, get in touch at [studentengagement@bishopg.ac.uk](mailto:studentengagement@bishopg.ac.uk)

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## Welcome

This handbook provides an introduction to academic writing and will support you in producing your coursework assignments. It covers a number of different elements that will help you to produce high-quality academic coursework, including presentation, style, and referencing.

Learning to write academically can be like studying a new language; there are various 'rules' to understand along the way. However, as with learning a new language, it becomes much easier with practice. This handbook will introduce you to the 'rules' of academic writing so that you can practise them in your own learning.

## How to use this handbook

The best way to use this handbook is as a reference text. It is designed for you to refer to whichever section you need, when you need it. You may not need to read it from cover to cover; use the contents and index to find what you are looking for. You should also use it to check your assignments, particularly your citations and references, before submitting them.

If you are new to academic writing at university, you may also find it useful to read the introductions to each section titled 'What you need to know'. These explain the basic information and principles of presentation, style, and referencing in academic work. You should pay particular attention to **Section D: Academic Integrity**, to ensure you understand important issues such as academic misconduct and plagiarism.

Remember: these guidelines have been written to cover all courses. If you have specific questions relating to the conventions or requirements of your particular course or assignment, your first port of call should be your module tutor or programme leader.

## Further guidance

If you have a query but cannot find the answer in the handbook, email your course tutor for clarification. Alternatively, you can contact the Learning Development team with relevant queries at **learningdevelopment@bishopg.ac.uk**. Please provide as much information about your query as possible.

A digital copy of this handbook is available to consult or download from the Learning Development area of the CELT Blackboard site, where you can also find a range of other resources to help you with all elements of academic study.

Learning Development also offer workshops on good referencing practice; details of these workshops are available on the CELT Blackboard site.

## Some 'golden rules' of academic writing

- Take accurate notes and plan sensibly to avoid issues of academic misconduct.
- Aim for clarity in terms of structure, style, and expression.
- Be consistent in any stylistic choices that you make.
- Focus on avoiding mistakes that make your writing sound too informal.
- Edit and proofread your work carefully before submitting it.
- Make it easy for your reader to award you marks! This is why correct formatting, accurate referencing, and tidy presentation matters.

## Common errors

Try to avoid common errors that can make your writing seem informal and which are not considered appropriately academic. These include:

- **Contractions.** Formal academic writing always requires that you write contractions (e.g. don't, didn't, you're) out in full (i.e. do not, did not, you are).
- **Unclear pronouns.** Sometimes pronouns (e.g. he, she, they) can be useful to avoid sounding repetitive, but it must be clear who they refer to. In particular, avoid using 'you' or 'your' in academic writing as it is unclear.
- **Conflicting tenses.** Different styles of academic writing will require different tenses, but you must be careful about mixing these up too much.
- **Slang, colloquialisms, or clichés.** These sound too informal and you risk your marker misunderstanding what you mean. Try to find a more formal way to express your ideas.
- **Unnecessary language ('deadwood').** Try not to use more words than are necessary to make your point – this can often push you over your word count! Watch out for superlatives and modifiers – such as 'very' or 'really' – that are not needed to make a point.
- **Conjunctions as sentence openers.** Avoid starting sentences with conjunctions such as 'and', 'but', or 'because'. These are linking words and so are too weak to open a sentence.

An effective strategy for spotting errors like this in your writing is to read your work aloud or to ask someone to read it aloud to you. You might also be able to get the computer to read the work back to you.

Learning Development also have a **Proofreading Checklist** which can help you to check that you have avoided these errors. You can download this from the CELT Blackboard site.



## Glossary of academic terminology

This resource is designed to give you advice on some of the key terms that you might come across in this handbook and in the course of your studies.

Term	Definition
<b>Analyse</b>	To break down a piece of information or idea to explain what is significant about it. Use phrases like 'This suggests...' or 'This demonstrates...' and explain clearly what the information tells you about the topic.
<b>APA 7<sup>th</sup> style</b>	A specific referencing style developed by the American Psychological Association. It is the standard referencing style used at BGU. This is the format you should use for your citations (in-text) and your reference list.
<b>Appendix / Appendices</b>	Additional information provided to support your argument. In general, these are excluded from the word count, but make sure to check your assignment brief or with your tutor.
<b>Argument</b>	A line of reasoning, point of view, or answer to a question.
<b>Assertion</b>	A statement of belief that is unsupported by fact or reason.
<b>Block quotation</b>	A quotation that is over two lines long when typed. These should be formatted differently from shorter quotations (see <b>C2.2</b> ).
<b>Citation</b>	A signal in the text that you are drawing from another source. In APA 7th this should be 'in-text'. A citation indicates that the information has come from another source and directs the reader to where they can find the information for themselves in the reference list.
<b>Common knowledge</b>	General knowledge that most people could reasonably be expected to know, e.g. 'The Battle of Hastings happened in 1066'. Typically this information does not need to be cited or referenced.
<b>Compare</b>	Identify similarities and differences between ideas or subjects. Consider whether any are more important than others.
<b>Critically evaluate</b>	Provide and critique evidence to support and contradict an argument. Give your verdict as to what extent the original idea is true, or how far you agree with it.
<b>Critical thinking</b>	Forming a reasoned judgement based on the evidence available, while also considering its strength and weaknesses. It may also involve challenging ideas, analysing information, or discussing the impact of evidence.
<b>Demonstrate</b>	Show how, with examples to illustrate.
<b>Discuss</b>	Produce a debate, using reasoning and supported by evidence to make cases for and against an argument. Arrive at a conclusion by stating which side you find most convincing.
<b>Dissertation</b>	An assignment structured into chapters or sections. The specific structure will depend on your subject and discipline.

<b>Ellipses</b>	Three dots used to show where you have removed words intentionally from a quotation, usually to make your point clearer.
<b>Essay</b>	A piece of written work on a particular subject and of a specified length.
<b>Evaluate</b>	To assess the value of a position, idea, or piece of evidence, considering the strengths and weaknesses to reach a conclusion.
<b>Evidence</b>	Material included to support your argument. This might be a quotation, a fact, or statistical data, among many other things.
<b>Examine</b>	To consider a topic in detail and establish the key facts and important issues.
<b>Justify</b>	To build a case by providing a body of evidence to support your ideas and points of view.
<b>Literature review</b>	A summary, critical analysis, and evaluation of previous and existing research available on a subject.
<b>Paraphrase</b>	To explain another scholar's view(s) in your own words, rather than quoting them directly.
<b>Plagiarism</b>	Presenting someone else's ideas or writing as your own without giving them credit. This might be done deliberately (e.g. copying and pasting text without quotation marks or a citation) or accidentally (e.g. using citations incorrectly).
<b>Portfolio</b>	A collection of pieces of work that focus on a particular topic.
<b>Quote / Quotation</b>	Material lifted directly (i.e. word-for-word) from another source of information. Also referred to as a 'direct quotation'.
<b>References / Reference list</b>	A list of all your sources with the details of how and where to locate them.
<b>Reflective writing</b>	Academic writing which looks back to analyse an event or idea and evaluate how this affects future practice.
<b>Report</b>	An account of an investigation based on a specific brief and for a specific audience.
<b>Secondary referencing</b>	Citing a work or author when you have not been able to consult the original work but have found the information in a secondary text. See <b>C11.1</b> for more information.
<b>Source</b>	Any material that you consult for information on your topic.
<b>Summary</b>	A brief statement or outline of the main points.
<b>Synthesise</b>	To combine or connect separate elements, e.g. drawing together the works of different authors saying similar things.

For further guidance on academic language, consult CELT's *Academic Jargon Buster*. This is an interactive tool available via the Learning Development area of the CELT Blackboard site.

# Section A: **PRESENTATION**

## **A1 Presentation: What you need to know**

Presentation is important because it influences the way your marker reads your work. Good presentation means that you are putting forward your work in the best possible light. Just as you would dress smartly for an important job interview, you want your work to make a good impression. It also means that when you come to reuse the work – for example, in exam revision – it is clear and easy for you to use.

BGU has specific presentation conventions that you should follow when preparing and submitting your written coursework. These conventions are outlined in this section. Following these general guidelines will help your work to be uniform and consistent. If there is anything specific to your assignment that is not covered in these guidelines, the best approach is to:

1. Check the assignment brief;
2. Consult your tutor; and
3. Make logical decisions and be consistent.

## A2 Technical conventions

### A2.1 Sample essay presentation

#### Is whole class teaching an effective strategy for teaching Phase Four phonics?

Systematic Synthetic Phonics (SSP) is a system used in schools to help pupils to learn how to read and write fluently from a young age (Buckley & Bird, 2001; Jolliffe et al., 2012; Lloyd & Wernham, 2012). The system teaches pupils to recognise and use all of the main English letter sounds, helping them to work out new words and progress their knowledge and skills. The influential Independent Review of the Teaching of Early Years Reading (Rose, 2006) highlighted that in order for pupils to read sufficiently well, they have to develop good word recognition and effective language comprehension skills in which phonics play a crucial role (Jolliffe et al., 2012). Wyse and Goswami (2008) suggest that this review provided 'no reliable empirical evidence that synthetic phonics offers the vast majority of beginners the best route to becoming skilled readers' (p. 691). However, the teaching of SSP has become a requirement in English schools, monitored through testing at age six (Department for Education [DfE], 2011).

This assignment will draw on research and practical experience to explore a range of teaching strategies used in the teaching of Phase Four Phonics in Year One and will argue that whole class teaching is the most effective in this context. The teaching of phonics is divided into six

Titles and subheadings  
may be up to 16pt

Left Margin  
2.54cm (Word  
default)

Gutter 2.54cm  
(Word default)

Font Arial or  
Times New  
Roman 12pt

Titles of  
published  
works to be  
italicised in  
the text and  
major words  
capitalised

Line spacing  
1.5 or 2

Quotations in the text should be indicated by 'single quotation marks'. Reserve "speech marks" for direct speech and quotations within quotations

phases, with Phase Four focusing on the consolidation of the 42 phonemes and graphemes learnt throughout the previous three phases (Department for Education and Skills [DfES], 2007a). It also concentrates on the 'blending and segmenting' skills (Jolliffe et al., 2012, p. 111) needed in order to read, spell, and sound out polysyllabic words and words including adjacent consonants (DfES, 2007b; Lloyd & Wernham, 2012).

Fresch (2007) and Westwood (2008) emphasise that whole class teaching is a well-used approach that has credibility for teaching Phase Four phonics throughout Year One. It provides teachers with the authority to determine what needs to be taught when, how long it will take, and how the sessions will need to be delivered. The effectiveness of this strategy has been evidence on placement as, although phonics lessons have been planned in advance, the teacher has the flexibility to change her plans in order to meet the specific needs of her pupils to ensure that they gain full understanding and knowledge of the phase. Williams (2013) observes that whole class teaching can help to unite a class of learners, providing children with opportunities to collaborate with one another throughout the learning process. Further, Jones and Bradford (2013) argue that a whole class approach can be openly inclusive, in that pupils are introduced to the same content at the same time.

There is no set convention for the presentation of paragraphs. Indenting or line spaces may be used

Alignment should be to the left

## A2.2 Sample reference list

Use this as a model for the presentation of reference lists.

A reference list **must**:

- Be arranged in alphabetical order by the primary author's surname;
- Include **all** texts referred to in the assignment;
- Not be separated into different types of source.

Some referencing software may format your reference list with a hanging indent as per APA 7<sup>th</sup> guidelines. This is a permissible means of formatting your work.

### References

Buckley, S., & Bird, G. (2001). *Memory development for individuals with Down Syndrome: An overview*. The Down Syndrome Educational Trust.

Department for Education. (2011, September 16). *New phonics check will identify thousands of children needing extra help*. <https://www.gov.uk/government/news/new-phonics-check-will-identify-thousands-of-children-needing-extra-reading-help>

Department for Education and Skills. (2007a). *Letters and sounds: Notes of guidance for practitioners and teachers*. DfES.

Department for Education and Skills. (2007b). *Letters and sounds: Principles and practice of high-quality phonics*. DfES.

Fresch, M. J. (2007). Teachers' concerns about spelling instruction: A national survey. *Reading Psychology*, 28(4), 301-330. <https://doi.org/10.1080/02702710701545510>

Jolliffe, W., Waugh, D., & Cars, A. (2012). *Teaching systematic synthetic phonics in primary schools*. Sage Publications.

Jones, R., & Bradford, H. (2013). *Teaching English, language and literacy* (3rd ed.). Routledge.

Lloyd, S., & Wernham, S. (2012). *The phonics handbook: A handbook for teaching reading, writing and spelling*. Jolly Learning Ltd.

Rose, J. (2006). *Independent review of the teaching of early reading*. DfES.

Williams, J. (2013). *Building reading proficiency: Foundational skill activities for primary readers* [Master's thesis, California State University]. California State University Thesis and Dissertation Office.

Wyse, D., & Goswami, U. (2008). Synthetic phonics and the teaching of reading. *British Educational Research Journal*, 34(6), 691-710. <https://doi.org/10.1080/01411920802268912>

### A2.3 Footnotes, endnotes, *ibid.*, and *op cit.*

You may come across different referencing systems in the academic texts that you read, which may use footnotes, endnotes, or abbreviations such as *ibid.* or *op cit.*

Typically, you should **not** use footnotes or endnotes in your essays as all citations should appear in-text. Footnotes may only be used to provide essential additional information such as acknowledging copyright permission.

Similarly, *ibid.* and *op cit.* should also be avoided. *Ibid.* (from Latin, meaning 'in the same place') is a term that refers to an immediately preceding cited work. *Op cit.* (from the Latin *opera citato*) means 'already cited in the work.'

### A2.4 Maintaining the anonymity of workplaces, schools, and settings

To respect the confidentiality of your setting, you should refer to it with a pseudonym consistently throughout the text, e.g. Bigtown Primary or Leafy Children's Centre. You should also use this pseudonym in citations and references that relate to the setting. For further guidance on citing and referencing documents from settings, see **C10.6**.

### A2.5 Lists

Lists may be ordered (numbered) or unordered (bullet points). They should be separated from the text by a clear line of white space and indented 1cm from the left.

### A2.6 Illustrations, tables, and figures

You should only include an illustration if it is required or if it serves a clear purpose. There is no fixed formula that dictates how to insert graphics into text documents. However, these guidelines may help:

- Insert graphics on a new line; do not try to wrap text around pictures.
- Align illustrations centrally and avoid leaving too much white space.
- Provide a clear descriptive title and accurate citation to the source of the image or diagram.
- Use references such as 'see Figure 1' in the text so that images can be placed more freely than if they have to be adjacent to the text to which they refer.
- If an illustration requires supplementary text (e.g. labels for the axes of graphs), provide these in the main body of the text or in a separate legend to make it easier to resize pictures within text documents.

Where you have included or reproduced an illustration, diagram, or figure, you **must** include a citation and reference for the source, in the same way that you would cite a direct quotation (see **C2.1** or **C8.1**).



A2.7 Contents pages

If a piece of work is split into chapters or subsection, or contains appendices or similar documents, you should include a contents page that indicates the names and page numbers of the different components. Pay attention to vertical as well as horizontal alignment and use text formatting consistently. Be sure to double-check that section headings match those on the contents page.

A2.8 Appendices

Appendices are used to provide copies of supporting material that cannot be included in the reference list, e.g. lesson plans, journal entries, or copies of children’s work. The reader would not be able to find these sources for themselves, so you must include them as an appendix instead. However, you should only use an appendix if you make direct reference to the material in the text. Generally speaking, an essay does not contain appendices. However, they may form part of a report, portfolio, or dissertation. If there is more than one appendix, label each one with a capital letter (i.e. Appendix A, Appendix B, etc.) in the order that it is mentioned in the text. Each appendix should also have a clear descriptive title. Appendices should be inserted **after** the reference list. Each appendix should begin on a new page, although they should continue the overall sequence of page numbers. Remember to include the titles and page numbers of appendices on the contents.

A2.9 Word count

Typically, the word length of your assignments should be within +/- 10% of the specified word limit. For example:

Minimum	Stated word count	Maximum
1350	1500	1650
2250	2500	2750
3600	4000	4400

In-text citations **are** included within the word count but the reference list is **not**. If you have queries about what is included in the word count for a particular assignment, you should contact your tutor to clarify. If you find that you regularly write under the word count, this may be a sign that you could develop your points further. If, on the other hand, you tend to write over the word count, try to practise making your writing more concise.

## A3 A guide to different assignment types

Type of assignment	Description
Essay	An essay is a piece of written work on a particular subject and of a specified length. Typically, essays do not need illustrations and you should avoid splitting the text physically into sections or subheadings. Usually essays do not require appendices.
Report	A report is an account of an investigation that gives you more scope to explore different approaches to questions of methodology, structural approach, and presentation. It is often appropriate to use subheadings within the report to describe distinct sections and to make the structure clearer. It is possible to include appendices and to cross-reference between these and the main body of the report. In addition, reports are more likely to contain visual supplements such as tables, graphs, or illustrations.
Portfolio	A portfolio is a collection of pieces of work that focus on a particular topic. Portfolios should be well organised with a contents page and page numbers. You may include appendices, but only include relevant material; there is little point in submitting documents that you have not discussed. Items for inclusion should be accompanied by appropriate commentary. Requirements can vary according to subject so check with your assignment brief or module tutor for details.
Presentation	You may be asked to produce and deliver a presentation on a subject, accompanied by a printed copy of the notes or slides. The specific requirements of submission will vary depending on the assignment, but you should include references for the material you consult. Microsoft PowerPoint is a standard package for presentations; other software is available but you should check that it is compatible with university software <b>before</b> using it.
Poster	If you are asked to produce a poster for submission, you should still include the same information as in an essay or report. Unless you are given specific design instructions in your assignment brief, the format of the poster is up to you. Think carefully about your choice of colours, font, and font size to ensure the work is clear and readable to a viewer. You should still include references for the material that you consult.
Dissertation	A dissertation is typically structured into chapters or sections; the specific structure will depend on the subject and discipline. Appendices can be included and cross-referenced within the text. However, as the structure of a dissertation can vary considerably according to the subject, consult your assignment brief or dissertation supervisor for specific details.

If you have any queries regarding formatting any of these assignment types electronically, contact the Digital Learning team at [digitallearning@bishopg.ac.uk](mailto:digitallearning@bishopg.ac.uk).

## A4 Use of terms

### A4.1 Specific terminology

When using terms or phrases that only make sense in a specific context, single quotation marks can be useful for indicating that they are being used in an unconventional way, or that you do not mean to endorse the application of a term personally, for example, 'edutainment'.

### A4.2 Foreign words

Any foreign words that have not been adopted wholly by the English language should be italicised. For example, the word *café* would not be italicised, but *perestroika* would.

### A4.3 Acknowledging diversity

Always check your use of words and phrases to ensure that your language is inclusive and acknowledges diversity. Avoid gender specific or discriminatory language that could be interpreted as racist or sexist or may cause other offence.

It cannot be assumed confidently that a given profession or activity is the preserve of one or another gender or race. To do so is contrary to the agenda established by law and by the constitutions of organisations such as BGU. You should ensure that your writing reflects this.

For further information, the BGU policy on Diversity and Equality can be found on the BGU website at <https://www.bishopg.ac.uk/policies-procedures-regulations-forms/>

### A4.4 Writing numbers

In APA 7<sup>th</sup> numbers should be written in words to express numbers **up to and including nine**. You can also use words for indefinite amounts, such as 'one in a million'. If a number appears at the beginning of a sentence, write it as a word regardless of its value.

For numbers of 10 or above, you should use numerals, e.g. 23. You should also use numerals in the following instances:

- Numbers immediately preceding a unit of measurement, e.g. 5 cm
- Numbers representing statistical or mathematical quantities, e.g. a ratio of 5:1
- Numbers indicating time, dates, ages, scale points, or money, e.g. £5

Note that you do not need to use an apostrophe to make numbers (both words and figures) into plurals, e.g. the Sixties or the 1960s.

## A5 Submitting your work

Most assignments at BGU are submitted electronically via software called **Turnitin**. Your assignment brief should specify whether or not your work also has a non-electronic submission element. If you are unsure, please check with your module tutor.

Before an assignment can be accepted, you must acknowledge clearly that the work is your own and is referenced correctly. On Turnitin, this means that you **must** tick the box accompanying the statement that confirms this as part of the electronic submission process. If work is not submitted electronically, the statement forms part of the Assignment Submissions Sheet accompanying the hard copy. **Without agreeing to this statement, your submission is considered incomplete and cannot be marked.**

Some courses may require you to submit an Assignment Submission Checklist and previous targets as part of your assignment. Refer to your module handbook and assignment brief to check this, and if you are unsure consult with your module tutor.

When your work is submitted (electronically or non-electronically), you will receive a **receipt** as confirmation. If you do not receive a receipt, your submission may be incomplete. You should **always** save a copy of this receipt as proof of submission.

Further details about the submission of work, including any late penalties for late submission, are available in the Code of Practice for the Assessment of Students. This can be found on the BGU website at <https://www.bishopg.ac.uk/policies-procedures-regulations-forms/>

### A5.1 Electronic submission

When submitting work electronically, you will be asked for a submission title. This **must** consist of your student number and module code, e.g. **B0123456HIS123**.

Guidance on submitting your work is included in each module on Blackboard. The Digital Learning team can also help with electronic submission, including reducing file size and downloading or printing copies of marked assignments. Contact them for support at [digitallearning@bishopg.ac.uk](mailto:digitallearning@bishopg.ac.uk).

You are responsible for accessing, downloading, and printing copies of electronically marked assignments before the end of the academic year in which they were submitted.

For additional information on using Turnitin for electronic submission, please refer to **A6.2**.

### A5.2 Non-electronic submission

Any work that is submitted non-electronically should be submitted in a plastic folder with a clear front to ensure that the title page can be viewed. Do not use a plastic sleeve for each page, as this makes it difficult for tutors to annotate the work. If you have to include memory sticks or other items, details about submitting these should be included in your assignment brief.

You can submit hard copies by post, but the item must be posted so that it reaches the Assignment Hand-in Office before the time of your deadline. You must also obtain a proof of postage slip in case it goes astray. The proof of postage slip should prove that you intended the work to arrive in time; do not rely on first class post being delivered the following day. Guaranteed next day delivery before 1pm is recommended for your peace of mind.

In the event of snow or campus closure, check Blackboard for any special instructions.

### A5.3 Printing

Assignments that are submitted in hard copy may be printed either double- or single-sided in black ink. If you have an assignment that requires printing by the Reprographics department, make sure to leave plenty of time to get this done.

## A6 Good digital practice

You will encounter a range of digital tools over the course of your studies, whether in class, accessing additional materials, or producing your assignments. When working with digital tools, ensure that you make the most of them by:

- Choosing the most appropriate tool for the task;
- Following any specific guidance in your assignment brief;
- Saving electronic documents frequently and keeping backups;
- Keeping electronic documents organised using folders; and
- Asking for assistance when you need it.

Good digital practice means using digital tools in a way that complements – rather than replaces – your other academic practices. Developing good digital practice can therefore help you to work more efficiently and more effectively.

### A6.1 Using Blackboard

Blackboard is the 'Virtual Learning Environment' (VLE) that you will use during your studies at BGU. You can access it via the Student Portal, directly through your web browser, or via the Blackboard app, which you can download to your mobile device. Log in to Blackboard using your student ID (B number) and password.

Your module materials are located in Blackboard and you may also receive information from your tutors via the Announcements section of each module. Assignments are also submitted electronically via Blackboard using Turnitin (see **A6.2**).

Through Blackboard, you also have access to:

- Professional services including CELT, Student Advice, and the Library
- Your personal Development and Career Plan

If you have any difficulties with using Blackboard, please contact the Digital Learning team at **[digitallearning@bishopg.ac.uk](mailto:digitallearning@bishopg.ac.uk)**

## A6.2 Using Turnitin

All electronic submissions are made via Turnitin, an online submission service. As part of this process submitted work is subject to an originality check which searches for matches with other published and submitted work. An individual 'originality report' is produced to show where matches have occurred with your work. **There is no 'right' or 'wrong' originality score.** Use the report to check that you have included a citation each time you have drawn on another source. Here are some key points to consider when using Turnitin:

- **Submit your work early.**

Get into the habit of submitting your assignments as early as you can. Avoid making last-minute submissions, just in case there are problems.

- **You can submit as many times as you like.**

Typically, the submission window for an assignment will open five working days before the deadline. You can upload and re-upload your assignment as many times as you like during this period – your final submission is the one that will be marked.

- **It is always better to submit something rather than nothing.**

Even an unfinished assignment can still be marked. Missing the deadline completely may create additional difficulties, so ensure that you submit something by the deadline, rather than submitting nothing at all.

- **Keep your digital receipt safe.**

If you do not receive a digital receipt, revisit your submission point and check that your submission has been made successfully.

## A6.3 Electronic tools

You will complete the majority of your assignments using Microsoft Office programmes (e.g. Word and PowerPoint). The Digital Learning team can help you learn more about these programmes and other digital tools, to become more confident in using them.

Microsoft programmes also offer a range of tools that may be helpful to you, such as:

- Formatting documents
- Including tables, graphs, charts, or images
- Creating contents pages

Make sure that you always double-check your use of these tools to ensure they match with the guidance in this handbook. For help with using electronic tools, book an appointment with the Digital Learning team, or visit the *Digibites* section in the Digital Learning area of the CELT Blackboard site.

# Section B:

# **ACADEMIC STYLE**

## B1 Academic style: What you need to know

Writing in an academic style means writing in a way that meets accepted academic conventions and rules. It does not necessarily mean writing in an overly complicated way!

Good academic style:

- Expresses ideas clearly;
- Uses technical language in the correct context;
- Is not overly wordy;
- Keeps sentences and paragraphs to a reasonable length;
- Paraphrases, summarises, and synthesises;
- Supports ideas with evidence; and
- Is accurate in grammar and expression.

One of the most effective ways to learn good academic style is to read academic texts and pay attention to how they are written. If you come across a text that you like, think about what makes it effective as a piece of writing. On the other hand, if you find a text difficult to read, consider why this might be. This can give you some ideas about what to aim for and what to avoid.

## B2 Essay structure

All academic essays should include a clear introduction and conclusion. These sections serve specific purposes for the reader:

### Introductions

The introduction is your reader's 'road map' to the essay. By the end of it, they should know what your topic is, what you will explore, and what you will argue. You may also wish to include some brief context or background if relevant.

### Conclusions

The conclusion needs to tell your reader your answer to the original essay question (also called your 'argument'). You may summarise your main points, but try not to repeat them in detail. You should also avoid bringing new information into a conclusion, as this can confuse a reader.

## B3 Paragraph structure

Between the introduction and conclusion, your assignment will be constructed of a series of 'main body paragraphs', which will explain your argument to your reader.

Paragraphs that are too long or too short can detract from the argument that you are making. You should aim to focus on one main idea per paragraph and ensure that you provide sufficient evidence for your point before explaining it in depth.

There is no 'right' number of paragraphs to aim for. Instead, try to plan your assignment around the main ideas that you want to address, to ensure there is enough space for you to discuss them in sufficient depth. The following can work as a basic paragraph template in many cases:

- **Point:** state the point you want to make clearly and explicitly
- **Evidence:** provide evidence to support this point, e.g. case studies, theorists, sources, experience, statistics, or data. The type of evidence you use will depend on your discipline and the assignment in question.
- **Explanation:** explain what the evidence tells you. Interpret what it means, clarify why it is important, and note what it suggests in terms of your topic.
- **Link:** close the paragraph by stating clearly how the paragraph links back to your overall argument, original question, or assignment topic.



This is a basic structure, but it can be a useful starting point. As you become more confident with structuring your ideas, you can adapt this style to work best for you and your needs.

### B3.1 Point > Evidence > Explanation > Link example

**Question: To what extent was World War II a ‘time of change’ for American women?**

Point	In the aftermath of World War II, there was a return to conservative values in the United States, particularly the idea that the place of women was in the home.
Evidence	In 1950, Doris Crockford wrote in the magazine <i>Atlantic Weekly</i> that ‘the true vocation of women is as wives and mothers’ (as cited in Mason, 2000, p. 10). Similarly, Varner (2013) has pointed to the changing messages in women’s magazines as a movement away from the independence of the war towards more conservative images.
Explanation	This signalled an important change from widespread wartime employment and suggests that women’s experiences did not change significantly after the war. On the contrary, it suggests that there was actually continuity between women’s roles pre- and post-war.
Link	In this respect, the war could be seen as an anomaly in the experience of American women, rather than a time of change.

### B4 Sentence structure

Effective sentences express ideas clearly and succinctly. If you feel unconfident in terms of constructing sentences, consult an introduction to grammar and punctuation. The following texts are available in the Library:

- Allen, R. E., & Baumgartner-Cohen, B. (2002). *Punctuation*. Oxford University Press.
- Berry, R. (2018). *English grammar: A resource book for students* (2<sup>nd</sup> ed.). Routledge.

Remember that while in ordinary speech it is often acceptable to speak in incomplete sentences, academic writing should be presented in **complete, precise sentences** that are **structurally and grammatically correct**.

In general, some of the most important things to consider are:

- **Is the sentence complete?** Avoid using fragments of sentences that don’t make sense by themselves.
- **How long is the sentence?** If it is over three lines long, consider whether it is worth splitting it into two shorter sentences. Read it aloud to find the natural pause in the sentence; this is often where it can be split.
- **Is the sentence punctuated correctly?**
- **How many ideas does the sentence contain?** Try to stick to one key idea per sentence.

If you are unsure how to tell if your sentence structure is correct, read it aloud. If it does not sound quite right, try to pinpoint what it is about it that feels wrong, and then see if you can find a way to fix it.

## B4.1 Common issues

- **Incomplete sentences.** Read each sentence separately to ensure that it is complete. Sentences should have a verb (action word) and a subject (the thing that completes the action) – without these, a sentence may be incomplete.
- **Overly long sentences.** Select the right level of punctuation for your sentence (commas, semi-colons, or full stops). Try not to overload one sentence with too many clauses; check that your sentences are not over three lines in length to guard against this.
- **Starting sentences with conjunctions.** Never start sentences in academic writing with conjunctions like 'and', 'but', or 'because', as these are linking words.

## B5 Vocabulary

Your choice of words is important in terms of how clearly you express your ideas. The vocabulary that you use also helps to set the tone of your work, so think carefully about the words that you choose, particularly when explaining complex ideas. Remember that good academic style will be able to express complicated ideas in clear and precise language.

- You may be required to use technical language or terminology according to your subject. If you are unsure what a specific term means, ask your module tutor if they can help you to understand it.
- If you do not understand a particular word (and it is not a technical term in your discipline) – do not use it!
- Be careful with using a thesaurus. It can help your writing to avoid sounding repetitive, but you must ensure that the word you choose expresses precisely what you need it to.
- Avoid wordiness. You should not use 10 words where five will do!

## B6 Grammar and punctuation

Correct grammar and punctuation help to make your work read as clearly as possible. You can use it to emphasise certain points and tell your reader where to pause, in the same way as using tone and inflection when speaking.

Reading widely and practising reading your own work aloud can help to improve your skills in grammar and punctuation. You might also ask a friend or use digital software to read it aloud. However, if you feel that you want more detailed information on grammatical rules, it might be useful to consult a grammar guide (see **B4**). There are also grammar resources in the Learning Development area of the CELT Blackboard site which may be helpful.

# Section C: **REFERENCING**

## C1 Referencing: What you need to know

As you prepare and write your coursework, you will draw on the materials and work of others who work in your field. In academic writing, you must give credit to the author at the points where you do this. This is called '**referencing**'.

There is a range of different referencing styles that academics use, but at BGU the chosen referencing style is called '**APA 7<sup>th</sup>**'. This is shorthand for a referencing style designed by the American Psychological Association (APA) and which is currently in its seventh edition. You are expected to abide by the conventions of this referencing style when giving credit to other work that you draw on. Referencing incorrectly or inaccurately can cost you marks or result in accidental plagiarism, so it is essential to become familiar with the system.

The full conventions and details of APA 7<sup>th</sup> are published in the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.), a copy of which is available upon request for consultation in CELT.

### C1.1 The purpose of referencing

Whether you use direct quotations within your text or summarise, paraphrase, or synthesise another writer's ideas, it is essential to give credit to the authors whose work you have consulted. Unless this is done, your work will be considered plagiarised, even if it is unintentional or accidental.

Clear, accurate referencing:

- Enables you to give acknowledgement to the authors whose ideas and opinions were used in the preparation and writing of the assignment.
- Ensures that you safeguard yourself and your work against academic misconduct (see **Section D**).
- Highlights the research you have undertaken for the piece of work.
- Provides a way to identify and trace individual sources.
- Shows how your work is connected to existing knowledge, giving it credibility.
- Allows you to support and/or challenge arguments put forth by other authors.

## C1.2 Citations and references

You may see both ‘citations’ and ‘references’ mentioned in different parts of this handbook. There is a small, but important, difference between the two:

### Citations:

A **citation** is a signal within the text that indicates to the reader that the information has been drawn from another source. In APA 7<sup>th</sup>, this citation is written ‘in-text’; this means that it is integrated within the main body of the text itself, usually inside brackets. It is part of the sentence it refers to, so the citation brackets should come before the final full stop.

### References:

A **reference** provides the full details of where the source that you have used can be found. Typically, this includes the author, year, title, and publication details of the text. Your references will be listed at the end of your assignment, **in alphabetical order** by the surname of the primary author.

Citations and references work together to give credit to the sources that you have used and provide details to the reader as to where they could locate the same information. This means the author and date given in the citation should match that provided for the source in the reference list.

The reference list should contain **all** texts you have referred to in your assignment. **Do not** include texts that you have read but not used in your assignment.

Citations	References
Included when another source is used	Listed at the end of the assignment
Positioned within the text	Arranged alphabetically by author surname
Who (author)	Who (author)
When (year published)	When (year published)
Page number (see <b>C2.4</b> )	What (title)
	Where (publication details)

For an example of citations and references in practice, see the sample essay and reference list in **A2.1/A2.2**.

## C1.3 How to approach referencing

Referencing should not be an afterthought; you should prepare for it at the start of researching for your assignment. By keeping detailed notes of all the resources you consult as you work, you will save yourself time and complications at the end. As you research, take a note of the most important information that you may need for referencing. Typically, this will include:

- Author
- Date of publication
- Title
- Name of publisher (or DOI/URL for electronic sources)
- Page numbers (when referring to a specific page)

You should also be clear in your notes about whether you have copied text word-for-word from the source or whether you have paraphrased or summarised it.

## C1.4 A step-by-step guide to accurate referencing

1. As you write and edit, make a note where you think you will need a citation, i.e. wherever you have taken, used, or referred to material from another source.
2. Decide what type of source it is (e.g. book, website, article, etc.). If you are not sure, go with what you think describes it most accurately.
3. Identify the correct method of citation and reference for that type of source in this handbook.
4. If you cannot find what you are looking for, try searching online. The APA Style website and APA Style Blog are useful starting points.
5. If you are still unsure, query the source with your tutor or Learning Development ([learningdevelopment@bishopg.ac.uk](mailto:learningdevelopment@bishopg.ac.uk)). Make sure you provide all the necessary information so they can help with your question.

## C1.5 Electronic referencing tools

There is an increasing range of electronic resources that can help keep track of references and generate citations. These can be very useful, but you should always take care to **double-check any references** produced by software against the guidance in this handbook, to ensure that they are correct.

**WorldCat** (the Library resources catalogue) has its own referencing feature. The 'Cite' button is available for every item; look at the top right-hand side of the screen to locate it. Clicking on it produces a number of options relating to the format the reference will appear in. Select 'APA (7<sup>th</sup> edition)' and the reference will be generated for you to check.

The following web-based tools can also generate references in APA 7<sup>th</sup> style:

<https://www.citethisforme.com/>

<https://www.easybib.com/>

**EasyBib** also have a free mobile app that makes it possible to scan the barcode of a book using the device's camera and generate an APA reference to be emailed. You can also enter details of items manually.

**Google Scholar** has a 'Cite' button for each item listed. Click on this and a reference in APA 7<sup>th</sup> can be generated for you to check.

**Microsoft Word** has a references tab that allows you to create citations and a reference list in APA 7<sup>th</sup> style.

**Remember that you must still check all digitally generated citations and references for accuracy.**

## C2 Quoting, paraphrasing, and summarising

There are two main ways in which you may draw on another author's work: via direct quotations, or paraphrasing/summarising.

**Direct quotation** of sources is the reproduction, word-for-word, of another author's work. When quoting directly, you must always provide an in-text citation that includes the author, year, and specific page number (when this is available). You must also indicate that it is a direct quotation with the use of 'singular quotation marks', otherwise known as 'inverted commas' (except in the case of block quotations; see **C2.2**).

**Paraphrasing or summarising** means drawing on the ideas of another author but using your own words to explain their point. It is encouraged as a way of demonstrating your understanding, but **must** still include a citation. If you are summarising a whole book, chapter, or section, it will not be possible to provide a page number. However, if you are paraphrasing from a single page, it is good practice to include a page number, as this can help your reader to locate the relevant passage. You do **not** need to include quotation marks unless you are highlighting a particular word or phrase within your paraphrase.

### C2.1 Citing direct quotations within the text

Direct quotations **must** be enclosed within inverted commas. There are two principal methods to cite a direct quotation from any type of source:

'The use of case studies has become extremely widespread in social research, particularly with small-scale research' (Denscombe, 2010, p. 52).

or:

Denscombe (2010) states that 'the use of case studies has become extremely widespread in social research, particularly with small-scale research' (p. 52).

Both of these examples tell the reader that Denscombe is the author who is being quoted, that the text was published in 2010, and that the quotation is taken from page 52. In the second example, the name of the author is integrated into the sentence itself, so it does not appear in the brackets as well. Note that the author and year always appear together, but in the second example the page number is placed directly after the quotation.

You should also note that the final full stop is always placed **after** the citation where it appears at the end of the sentence.

## C2.2 Block quotations

A 'block quotation' is a direct quotation that is contains 40 words or more. These are formatted differently from shorter quotations. They should be:

- Separated from the main body of the text by a clear line of white space
- Indented on the left-hand side
- Written without quotation marks

If a block quotation includes another quotation within it, you should identify this with the use of "double quotation marks".

You should also note that the citation for the block quotation can be placed at the beginning:

According to Marsen (2013):

When thinking about research, the terms *copyright* and *plagiarism* come to mind. Plagiarism means copying or in some way reproducing someone else's work without giving them credit or acknowledgement. In many ways it is a form of stealing - consistent with the etymological root of "plagiarism", which in Latin means "kidnapping". (p. 92)

or at the end:

Definitions of plagiarism:

When thinking about research, the terms *copyright* and *plaigarism* come to mind. Plaigarism means copying or in some way reproducing someone else's work without giving them credit or acknowledgement. In many ways it is a form of stealing - consistent with the etymological root of "plaigarism", which in Latin means "kidnapping". (Marsen, 2013, p. 92)

Try not to rely too heavily on lots of block quotations in one assignment, as they can break up the flow of your writing and use up large chunks of your word count.



## C2.3 Paraphrasing and summarising

If you are not using a direct quotation but have paraphrased or summarised the ideas of another author, you must still provide a citation. Again, this citation can either be integrated into the sentence or confined to brackets, as shown in the following examples:

Denscombe (2010) suggests that case studies are especially suitable for small-scale social research projects (p. 52).

Some scholars have argued that case studies are especially suitable for small-scale social research projects (Denscombe, 2010, p. 52).

Denscombe (2010) reviews the key characteristics of case study research and emphasises the importance of defining the case.

Note that in the third example the summary is of more than a single page of Denscombe's work and so it is not necessary to include an individual page number in the citation.

Paraphrasing is encouraged as it shows your reader that you have understood what you have read. It can also help to save you words and maintain a flow in your writing, rather than breaking it up repeatedly with direct quotations.

## C2.4 Page numbers

You must include a page number in the in-text citation when you have drawn the information from a specific page in your source (using the abbreviation p. ). If the quotation or information is printed over more than one page in the original source, use the abbreviation pp. to indicate the page range in your citation. The page number should be placed immediately after a direct quotation.

You do not need to include page numbers in the in-text citation when you are summarising a whole source or a larger section of text. You also do not need to include page numbers if none are given on the original source (e.g. a website).

Do not include individual page numbers in reference list entries **except** in the case of a hard copy of a newspaper. However, for certain sources (e.g. chapters in edited books and journal articles) you should include the page range in the reference list entry.

## C2.5 Adapting parts of a quotation (ellipses and insertions)

Sometimes you may wish to use only parts of a quotation to help express your point more clearly or succinctly. To indicate that words have been omitted from the original quotation, use an ellipsis (...) in place of the missing words, for example:

‘Secondary research refers to ... obtaining information from published sources’ (Marsen, 2013, p. 82).

Do not use an ellipsis at the beginning or end of any quotation unless the original source includes an ellipsis; instead, you can start or end the quotation at the point where your source’s text begins or ends.

Alternatively, you may need to insert some words into a direct quotation in order for it to make sense in the context of your assignment. In this instance, you should include the words in [square brackets], for example:

‘This [anonymity] might mean not naming things like the specific geographical location, the name of the organisation or the specific job role of a participant ‘ (Davis & Hughes, 2014, p. 44).

Do not use ellipses or insertions to misrepresent the meaning of the original author; you should only use them to help make your point clearer.

## C2.6 Using italics

Use italics when referring to the title of a work that stands alone, such as a book or report (e.g. *Alice’s Adventures in Wonderland*). In contrast, do not italicise the titles of works that are part of a greater whole, such as a poem, an article, or a book chapter. Instead, place these inside single quotation marks (e.g. ‘Jabberwocky’).

Quotations do not need to be italicised.

## C2.7 Texts with multiple authors

There are different formats of citations depending on the number of authors of a work. In all cases, use an ampersand (&) when listing multiple authors within brackets but write 'and' in full when including the authors' names as part of the sentence.

For works with **two** authors: include both surnames and the publication year.

Both theory and practice in education are rooted in the modernist tradition (Usher & Edwards, 1994).

For works with **three or more** authors: include the surname of the first author, followed by et al. and the publication year in all citations.

The profession of nursing has historically changed depending on society (Berman et al., 2012).

In the reference list, you should include all authors' surnames and initials unless the text has 21 or more authors. Do not rearrange the order of the authors' names.

For works with up to 20 authors:

Usher, R., & Edwards, R. (1994) *Postmodernism and education*. Routledge.

Berman, A., Snyder, S. J., Kozier, B., Erb, G. L., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Moxham, L., Park, T., Parker, B., Reid-Searl, K., & Stanley, D. (2012). *Kozier and Erb's fundamentals of nursing* (2<sup>nd</sup> ed.). Pearson Australia

Note that all authors' names should be separated by a comma (even when there are only two authors' names) and that the reference should also include an ampersand (&) before the final author's name.

For works with 21 or more authors, include the first 19 authors' names, insert an ellipsis (but no ampersand), and then add the final author's name:

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetaa, A., ... Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437-471. <http://doi.org/fg6rf9>

## C2.8 When not to cite

There is no need to provide a citation when:

- You are writing your own thoughts, opinions, or arguments; or
- An idea or piece of information is considered 'common knowledge'.

Common knowledge is likely to be found in many places and is known generally by many people. For example, the fact that the Battle of Hastings happened in 1066 is common knowledge and does not need to be cited. In contrast, the estimation that 8,000 men died during the battle is not known by most people and could be disputed, so this information would need a citation.

Common knowledge can also refer to discipline-specific information that is known widely and accepted commonly by those knowledgeable in the subject. This sort of information may be included in lectures without reference to a specific source.

## C2.9 Repeating citations for the same work

In general, you should include the author and date of the work **every** time that you refer to it, even if you have already cited them. If you need to repeat a citation, make sure that you repeat the entire citation, not just a page number. For example:

Koehler (2016) experimentally examined how journalistic coverage influences public perception of the level of agreement among experts. His study identified that participants better appreciated the level of expert consensus for higher rated movies when only positive reviews were provided more so than when both positive and negative reviews were provided (Koehler, 2016).

## C3 Books

### C3.1 Printed books

**In-text citation:** (Author's surname, Year of publication, Page number if required)

When writing essays it is advisable to remember that 'a few words, carefully chosen, make the most powerful quotations' (Cottrell, 2008, p. 131).

**Reference list:** Author's surname, INITIAL. (Year of publication). *Title of book in italics*. Name of publisher.

Cottrell, S. (2008). *The study skills handbook* (3rd ed.). Palgrave Macmillan.

In the reference list, capitalise only the first word in the title and subtitle, as well as any proper nouns. The title of the book should be italicised. If the work includes an edition number, include this after the title in brackets and non-italic type, as shown in the example above.

### C3.2 Chapters in edited books

**In-text citation:** (Chapter author's surname, Year of publication, Page number if required)

'A medical model prevailed... until the latter part of the 20th century' (Smith, 2008, p. 142).

**Reference list:** Chapter author's surname, INITIAL. (Year of publication). Title of chapter in non-italic type. In Editor's INITIAL. Surname (Ed.), *Title of book in italics* (pp. XX-XX). Name of publisher.

Smith, C. (2008). From special needs to inclusive education. In J. Sharp, S. Ward, & L. Hankin (Eds.), *Education studies: An issues based approach* (pp. 142-149). Learning Matters.

Note that p. is used to refer to a single page entry (as in the in-text citation), while pp. refers to multiple pages (as in the reference list entry).

### C3.3 E-books

For e-books, you must include the same information as for a printed book. The main difference is in the reference list, in which you should include additional information to the electronic location of the e-book.

**In-text citation:** (Author's surname, Year of publication, Page number if required)

It has been argued by Hoodless (2008) that history is essential for supporting the cognitive learning of children.

As with printed books, if you include a direct quotation then you should provide page numbers. If there are no page numbers, you can include a paragraph number (using the abbreviation para. X) or heading instead, where possible.

**Reference list:** Author's surname, INITIAL. (Year of publication). *Title of e-book in italics*. Name of publisher. URL or DOI

Hoodless, P. (2008). *Teaching history in primary schools*. Learning Matters. <http://lib.myilibrary.com/Open.aspx?id=248446>

For the electronic retrieval information, you should include either a URL (stable web link) or a DOI (Digital Object Identifier).

If you are not sure which URL to use for a text, you can use the permalink provided by WorldCat – look for the 'Link' button at the right-hand side of the screen to locate this.

A DOI is a unique figure assigned by the International DOI Foundation that provides a stable link to the location of a document on the internet. The DOI is typically available on the first page of a book or article. All DOIs start with 10 and include a series of numbers and letters. In a reference list entry, DOIs should be formatted as web links, as in the example below:

Leaver, B. L., Ehrman, M., & Shekhtman, B. (2005). *Achieving success in second language acquisition*. Cambridge University Press. <https://doi.org/10/1017/CBO9780511610431>

### C3.4 Fiction, plays, and poems

As a general convention, always write the titles of novels, plays, and poetry collections in italics (e.g. *Atonement*, *Hamlet*, *The Lyrical Ballads*) and the titles of novellas, short stories, and individual poems in non-italic type within single inverted commas (e.g. 'Metamorphosis', 'The Dead', 'The Tyger'). In in-text citations, use p. to indicate a single page, pp. for a range of pages, l. for a single line, and ll. for a range of lines.

Note that for the year of publication you should use the year of the edition you are using, rather than the original (with the exception of classical works, see **C3.5**).

**Fiction:** (Author's surname, Publication year of version used, Page number(s))

In *Surfacing* Joe is described as 'pallid as though he's been living in a cellar' (Atwood, 1972, p. 35).

Atwood, M. (1972). *Surfacing*. McLelland & Stewart.

**Plays:** (Playwright's surname, Publication year of version used, Page number OR Act.Scene.Line(s))

Blanche exits the stage declaring 'I have always depended on the kindness of strangers' (Williams, 2000, p. 225).

Williams, T. (2000). *A streetcar named desire*. Penguin Books.

**Poems:** (Poet's surname, Publication year of version used, Line number(s))

The opening of 'The Waste Land' (Eliot, 2010) challenges traditional views of spring as a season of optimism and rebirth:

April is the cruellest month, breeding

Lilacs out of the dead land, mixing

Memory and desire (ll. 1-3)

Eliot, T. (2010). *The waste land and other poems*. Faber and Faber.

If a quotation from a play or poem is only one or two lines in length, you can embed it within your sentence, using a slash (/) to indicate any line breaks

The last two lines of 'Mirror' create a damning tone where 'she has drowned a young girl, and ... an old woman / Rises toward her day after day, like a terrible fish' (Plath, 1961, ll. 17-18).

If the play or poem is not annotated with line or verse numbers, use the appropriate page number instead:

*Endgame* (Beckett, 2006) draws attention repeatedly to its own status as a theatrical performance:

CLOV: What is there to keep me here?

HAMM: The dialogue. (p. 27)

If you refer to annotations or commentary by the editors of specific editions of fiction, plays, or poetry, you should treat these as quotations external to the fiction, play, or poem, and attribute them to the editor:

In his introduction, Daniels (1998) comments on the changing language employed by Cassius, suggesting that 'the earlier rhetorical tricks give way to a new kind of realism' (p. 64) as the play develops.

### C3.5 Classical works

Classical literature (e.g. Shakespeare) and classical works (e.g. ancient Greek and Roman works) are all cited following the same guidelines as books.

**In-text citation:** (Author's surname, Original publication year/Publication year of version used, Page number(s) OR line number(s))

Edmund's first soliloquy in *King Lear* (Shakespeare, 1623/1997) establishes an important distinction between nature and social order:

Thou, nature, art my goddess; to thy law

My services are bound. Wherefore should I

Stand in the plague of custom (1.2.1-3)

**Reference list:** Author's surname, INITIAL. (Publication year of version used). *Title of work in italics* (INITIAL, Surname of Editor/Translator, Ed./Trans.). Name of publisher. (Original work published XXXX)

Shakespeare, W. (1997). *King Lear* (R. A. Foakes, Ed.). Arden Shakespeare. (Original work published 1623)

If a classical work has numbered parts that are common across all editions of the text (e.g. books, chapters, verses, lines, cantos), use these numbers instead of page numbers when you want to refer to a specific part of the work.

### C3.6 Anthologies and compendia

Sometimes you may use an anthology or compendium of plays or poetry. In this case, you should cite and reference these like a chapter in an edited book.

**In-text citation:** (Playwright/poet's surname, Publication year of version used, Page number OR line number(s) OR Act.Scene.Line(s))

(Wilde, 1995, p. 100)

**Reference list:** Playwright/poet's surname, INITIAL. (Publication year of version used). Play/poem title in non-italic type. In Editor's INITIAL. Surname (Ed.), *Title of anthology in italics* (Page(s) of play or poem). Name of publisher.

Wilde, O. F. (1995). A woman of no importance. In P. Raby (Ed.), *The importance of being earnest and other plays* (pp. 93-158). Oxford University Press.



### C3.7 Reference texts (e.g. dictionaries, atlases)

The way you cite and reference a reference text depends on the information available to you.

If the reference text has a named author, you can follow the guidelines for referencing any other printed or electronic book:

#### In-text citation:

(Wiegand, 2012, p. 84)

#### Reference list:

Wiegand, P. (2012). *Oxford school atlas* (3<sup>rd</sup> ed.). Oxford University Press.

For many reference texts, there may be no individual author or editor listed. Therefore, these are cited and referenced typically by the group who has produced the text. You should still include page numbers for direct quotations:

**In-text citation:** (Name of group author, Year of publication, Page number if required)

(Oxford Languages, 2000, p. 231)

**Reference list:** Name of group author. (Year of publication). Title of entry in non-italic type. In *Title of reference text in italics*. Name of publisher.

Oxford Languages. (2000). Language. *New Oxford dictionary for writers and editors* (2<sup>nd</sup> ed.). Oxford University Press.

If you want to reference a specific entry by an individual author within the reference text, format this like a chapter in an edited book:

**In-text citation:** (Entry author's surname, Year of publication, Page number if required)

(Deen, 2010, p. 98)

**Reference list:** Entry author's surname, INITIAL. (Year of publication). Title of entry in non-italic type. In Editor's INITIAL. Surname (Ed.), *Title of reference text in italics* (pp. XX-XX). Name of publisher.

Deen, R. E. (2010). Hillary Rodham Clinton. In M. A. Genovese (Ed.), *Encyclopedia of the American presidency* (Rev. ed.; pp. 98-99). Infobase Publishing.

### C3.8 Religious texts

Religious works are usually treated as having no author; however, an annotated version of a religious work would include an editor. You should include both the original publication date (if known) and the publication date of the version that you are using.

If the religious work has numbered parts which are common across all editions (e.g. books, chapters, verses, lines, cantos), use these numbers instead of page numbers when you want to refer to a specific part of the work.

**In-text citations:** (*Title of text in italics*, Original publication year/Publication year of version used, Page number(s) OR Book Chapter:Verse(s))

The person vowed to 'set me as a seal upon thine heart' (*King James Bible*, 1769/2017, Song of Solomon 8:6).

**Reference list:** *Title of text in italics*. (Publication year of version used). Name of publisher OR electronic retrieval information. (Original work published XXXX).

*The King James Bible*. (2017). HarperCollins. (Original work published 1769)

*The King James Bible*. (2017). King James Bible Online. <https://www.kingjamesbibleonline.org/> (Original work published 1769)

### C3.9 Music scores

**In-text citation:** (Composer's surname, Original publication year/Year of publication of version used)

The pitch ranges in the piece are challenging (Strauss, 1883/1999).

**Reference list:** Composer's surname, INITIAL. (Date of publication of the version you are using). *Title of work in italics* [Type of score]. Name of publisher. (Original work published XXXX)

Strauss, R. (1999). *Horn concerto no. 1 in E-flat major*, Op. 11 [Reduced score for horn and piano]. Alfred Music Publishing. (Original work published 1883)

### C3.10 Translated works

If you use a text that is in a foreign language, the citation and reference can typically follow the basic APA Style templates, but may need some additional information to help your reader find the particular source you have used. To cite a work that you have read in its original language, use the standard APA format:

**In-text citation:** (Author's surname, Year of publication, Page number if required)

(Piaget, 1970, p. 54)

In the reference list, include the original title and the English translation:

**Reference list:** Author's surname, INITIAL. (Year of publication). *Title of work in original language in italics* [English translation of title in non-italic type]. Name of publisher.

Piaget, J. (1970). *Le langage et la pensée chez l'enfant* [The language and thought of the child]. Delachaux and Niestlé.

Only cite and reference the original text if this is the version that you used. It is more likely that you might consult an English translation of a text that was published originally in another language. In these cases, the reference will need to include a credit to the translator as well:

**In-text citation:** (Original author's surname, Original publication year/Publication date of your version, Page number if required)

(Piaget, 1923/2002, p. 54)

**Reference list:** Original author's surname, INITIAL. (Publication year of version used). *Title of work in italics as published in the version used* (Translator's INITIAL. Surname, Trans.). Name of publisher. (Original work published XXXX)

Piaget, J. (2002). *The language and thought of the child* (M. Gabain & R. Gabain, Trans.; 3<sup>rd</sup> ed.). Routledge Classics. (Original work published 1923)

## C4 Articles

### C4.1 Journal articles

Journal articles follow the same rules as books in terms of in-text citations. However, the information included in the reference list will differ slightly. The information you need may not always be available, depending on the article and journal. When this is the case, provide the information that is available to you.

**In-text citation:** (Author's surname, Year of publication, Page number if required)

'Schools ... need to be aware of complexities inherent in their task' (Watson, 2014, p. 19).

**Reference list:** Author's surname, INITIAL. (Year of publication). Article title in non-italic type. *Journal title in italics*, Volume(Issue), XX-XX (page range of article).

Watson, C. (2014). Effective professional learning communities? The possibilities for teachers as agents of change in schools. *British Educational Research Journal*, 40(1), 18-29.

### C4.2 Electronic journal articles

As with e-books, electronic journal articles require the same details as hard copies but with additional information to help locate them electronically. You do not need to include a retrieval date.

**In-text citation:** (Author's surname, Year of publication, Page number if required)

(Shubs, 2008, p. 123)

**Reference list:** Author's surname, INITIAL. (Year of publication). Article title in non-italic type. *Journal title in italics*, Volume(Issue), XX-XX (page range of article). <https://doi.org/XXXXXXX>

Shubs, C. (2008). Transference issues concerning violent crime and other traumatic incidents of adulthood. *Psychoanalytic Psychology*, 25(1), 122-141. <https://doi.org/10.1037/0736-9735.25.1.122>

For additional information on DOI numbers, see **C3.3**. There are three places you are likely to find the DOI for an electronic journal article:

- In the WorldCat catalogue entry (click on the title and look under 'Details');
- Underneath the abstract of an article; or
- On the first page of the PDF of an article.

If you cannot find a DOI, use the stable URL instead. If you are unsure which URL to select, use the permalink provided by WorldCat (see **C3.4**).

### C4.3 Newspaper articles

**In-text citation:** (Author's surname, Year of publication, Page number if required)

'With wisdom comes the knowledge of limitations, whether about one's own expertise or simply about intelligence' (Jones, 2004, p. 39).

**Reference list:** Author's surname, INITIAL. (Year of publication, Month Day). Title of article in non-italic type. *Newspaper name in italics*, p. X OR pp. XX-XX.

Jones, B. (2004, July 23). The wrong prescriptions for intelligence. *The Independent*, p. 39.

### C4.4 Online newspaper articles

**In-text citation:** (Author's surname, Year of publication)

Competition for university places has become intense (Vasagar & Shepherd, 2010).

**Reference list:** Author's surname, INITIAL. (Year of publication, Month Day). Title of article in non-italic type. *Newspaper name in italics*. <https://XXXXXXX>

Vasagar, J. & Shepherd, J. (2010, August 19). Clearing scramble for remaining university places. *The Guardian*. <https://www.theguardian.com/education/2010/aug/19/clearing-2010-places>

Note that for both printed and online newspaper articles, the citation only requires the publication year, but the reference list entry also requires the month and date of publication.

### C4.5 Online articles from news websites

**In-text citation:** (Author's surname, Year of publication)

Percentage claims made by universities may be ruled as misleading if they do not refer to a specific ranking system (Togoh, 2018).

**Reference list:** Author's surname, INITIAL. (Year, Month Date of publication). *Title of article in italics*. Name of news website. <https://XXXXXXX>

Togoh, I. (2018, September 21). *Universities making 'potentially misleading' claims about reputation, investigation finds*. HuffPost. [https://www.huffingtonpost.co.uk/entry/university-misleading-claims\\_uk\\_5ba3bba4e4b0375f8f9aeb95](https://www.huffingtonpost.co.uk/entry/university-misleading-claims_uk_5ba3bba4e4b0375f8f9aeb95)

## C5 Official sources

Many official sources do not have an individually named author. In these cases, use a 'corporate author' in the citation and reference – this is typically the name of the company or department that has produced the document. If a document has both a group author and named individual authors, use whichever the document itself has printed as the author on the cover.

### C5.1 Government publications

If a government publication lists several layers of government agencies as the author of the work, use the most specific agency for the citation and reference.

**In-text citation:** (Name of department, Year of publication, Page number if required)

It is important to note that 'the National Curriculum ... is just one element in the education of every child' (Department for Education, 2013, p. 6).

**Reference list:** Name of department. (Year of publication). *Title of document in italics*. Name of publisher.

Department for Education. (2013). *National curriculum in England: Primary curriculum*. HMSO.

If you accessed the document on the internet, include the URL as well:

Department for Education. (2013). *National curriculum in England: Primary curriculum*. HMSO.  
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Sometimes the names of government departments change over time; for example, the Department for Education has changed names several times. In each case, you should use the name given on the particular document that you are referring to.

You may use abbreviations for the names of government departments, but you should clarify each abbreviation the first time that you use it. Subsequent citations can then just use the abbreviation. For example:

It is important to note that 'the National Curriculum ... is just one element in the education of every child' (Department for Education [DfE], 2013, p. 6).

Write the name in full in the reference list entry; you should not include the abbreviation here:

Department for Education. (2013). *National curriculum in England: Primary curriculum*. HMSO.

## C5.2 Official reports

**In-text citation:** (Author/Chairperson's surname OR Name of company, Year of publication, Page number if required)

The Warnock Report (Warnock, 1978) recommended the inclusion of children with special educational needs into mainstream classes.

**Reference list:** Author/Chairperson's surname, INITIAL. OR Name of company. (Year of publication). *Title of report in italics (report number in non-italics if applicable)*. Name of publisher.

Warnock, M. (1978). *Special educational needs: Report of the committee of enquiry into the education of handicapped children and young people* [The Warnock Report]. HMSO.

If the report does not have a named individual author, use the name of the company that produced the report instead.

If you accessed the report online, use the electronic retrieval information instead of the publication information:

Warnock, M. (1978). *Special educational needs: Report of the committee of enquiry into the education of handicapped children and young people* [The Warnock Report]. <http://www.educationengland.org.uk/documents/warnock/warnock1978.html>

Some reports may be well known by a commonly used short form, such as the Warnock Report or the Rose Report. In these cases, you may use this short form in the text, but in the reference you should ensure that you include both the official title of the document and the short form, as in the examples above.

## C5.3 Ofsted reports

You should always maintain the school's anonymity in the text (see **A2.4**). However, in the reference list you should provide the actual URL for the Ofsted report.

**In-text citation:** (Ofsted, Year of publication, Page number if required)

Big Town Primary was commended on the quality of support given to children 'vulnerable to underachievement' (Ofsted, 2012, p. 1).

**Reference list:** Ofsted. (Year of publication). *Pseudonym of setting in italics*. <http://XXXXXX>

Ofsted. (2012). *Big Town Primary School*. <http://reports.ofsted.gov.uk/provider/files/2272465/urn/108028.pdf>

## C5.4 Acts of Parliament

Acts of Parliament are one of the few exceptions in which the title is used in place of an author's name in both the citation and reference.

**In-text citation:** (*Title of statute in italics*, Year of enactment)

New City Technology Colleges were established and grant maintained schools introduced, reducing the influence of local authorities (*Education Reform Act*, 1988).

**Reference list:** *Title of statute in italics*. (Year of enactment). Name of publisher.

*Education Reform Act*. (1988). HMSO.

If you accessed the Act of Parliament online, include the electronic retrieval information in place of the publisher name:

*Education Reform Act*. (1988). <http://legislation.gov.uk/ukpga/1988/40/contents/enacted>

## C5.5. Diagnostic manuals

Generally, you should include a citation for a manual the first time it is mentioned in the text. You do not then need to repeat the citation for a subsequent general mention of the manual, although you should repeat the citation if you quote or paraphrase from the manual directly.

**In-text citation:** (Name of author, Year)

(American Psychiatric Association, 2013)

**Reference list:** Name of author. (Year). *Title of diagnostic manual in italics* (X<sup>th</sup> ed.). <https://XXXXXXX>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). <https://doi.org/10.1176/appi.books.9780890425596>

It is common, though not required, to identify the title and edition of a diagnostic manual in the text; these can be abbreviated after the first mention (e.g. *DSM-5*).

## C5.6 Speeches

The way to cite and reference a speech will differ depending on the source in which you have located it. You should therefore use the citation and referencing style appropriate for that type of source (e.g. a book, article, blog post, etc.), not the speech itself. For example:

**In-text citation:**

Dr King declared, 'I have a dream that one day this nation will rise up and live out the true meaning of its creed' (McIntire, 2001, p. 209).

**Reference list:**

McIntire, S. (Ed.). (2001). *American heritage book of great American speeches for young people*. John Wiley & Sons.

Sometimes it can be difficult to distinguish the author of a speech, as this may differ from the speaker. In these cases, you should use the individual or group identified as the author by the source itself.



## C6 Electronic sources

### C6.1 Using electronic sources

Many of the sources that you use will be electronic, whether e-books, online articles, or websites. When using an electronic source, you should be particularly careful to ensure that it is credible. Consider the following:

- **Who** is the author? What are their qualifications? Who is the intended audience? Is the publisher reputable?
- **When** was it written? Is it up-to-date or outdated?
- **Why** was it written? What is its purpose?

When using a website you must distinguish between whether it has an individual author (for example, a blog post) or a 'corporate author'. A corporate author means that a company, group, or institution is credited with providing the information, rather than a single named individual. **Never** give the URL as the author.

If a date is not provided on a website, you should write (n.d.) in the citation and reference to indicate this (see **C11.6** for more details).

In APA 7<sup>th</sup>, you only need to include a retrieval date if the source material is likely to change over time (for example, information is updated continuously on wikis). For websites where the content is archived or relatively stable, you do not need to include a retrieval date.

If you cite multiple web pages from the same website, you should create a separate reference for each page. Use the guidance in **XX.X** to see how to reference a source that has the same author and year.

### C6.2 Websites with an individual author

**In-text citation:** (Author's surname, Year of publication)

Heinrich represented one example of the nineteenth-century phenomenon of the 'sailor prince' (Schneider, 2012).

**Reference list:** Author's surname, INITIAL. (Year of publication). *Title of article/document/page in italics* [Description of format, if not just a website]. Name of website. <https://XXXXXXX>

Schneider, M. (2012). *Prince Heinrich of Prussia: A better William? Heirs to the Throne*. [http://heirstothethroneproject.net?page\\_id=2647](http://heirstothethroneproject.net?page_id=2647)

### C6.3 Websites with a ‘corporate author’

**In-text citation:** (Name of group/company/institution, Year of publication)

The ethics guidelines provided by the university stated that it was necessary to obtain parental consent before conducting interviews with the children (Bishop Grosseteste University, 2017).

**Reference list:** Name of group/company/institution. (Year of publication). *Title of article/document/page in italics* [Description of format, if not just a website]. Name of website. <http://XXXXXXX>

Bishop Grosseteste University. (2017). *Research ethics policy*. Policies, Procedures, Regulations, & Forms. <https://bishopg.ac.uk/policies-procedures-regulations-forms/>

Many official sources – such as government documents – use a corporate author rather than an individually named author. In these cases, you can follow the guidelines provided in **Section C5**, for example:

(Department for Education [DfE], 2013)

Department for Education. (2013). *National curriculum: Secondary curriculum*. <https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

### C6.4 Blogs

Remember that blogs are someone’s opinion and therefore may not be considered as objective as other sources. This does not mean that you should not use them, but they should be used alongside other, more academic, sources, and you should indicate your judgement of their validity.

Authors might use a pseudonym, alias, or username; you should use whichever name they have given for the post.

**In-text citation:** (Author’s surname, Year of post)

(Byrne, 2015)

**Reference list:** Author’s surname, INITIAL. (Year, Month Day). Title of blog post in non-italic type. *Title of blog in italics*. <https://XXXXXXX>

Byrne, R. (2015, January 21). Remind launches support for Spanish in their mobile apps. *Free Technology for Teachers*. <http://www.freetech4teachers.com/2015/01/remind-launches-support-for-spanish-in.html#.VMEP-NKsVjQ>

## C6.5 Mobile apps

When citing and referencing a mobile app, you should credit the rightsholder rather than an 'author'; this may be an individual or it might be a group or company. Give the year of release for the version you have used. The publisher name and URL should indicate the location from which the app can be accessed.

**In-text citation:** (Name of rights holder, Year of version release)

(Coordination Group Publications, 2013)

**Reference list:** Rights holder's surname, INITIAL. OR Name of group. (Year of version release). *Title of app in italics* (Version number in non-italics) [Mobile app]. Name of publisher. <https://XXXXXXX>

Coordination Group Publications Limited. (2013). *GCSE Science lite* (Version 1.0.5) [Mobile app]. Apple Store. <http://www.apple.com/iphone/from-the-app-store>

## C6.6 Wikis

A wiki is only likely to be considered suitable for academic use when the range of contributors is restricted in some way; for example, it might be authored by a group of academics and/or is peer reviewed by subject specialists. This is why Wikipedia is **not suitable** for referencing in academic work, as it is free for anyone to edit.

As wikis are collaborative and have multiple contributors, it is not always possible to identify an individual author. As such, the 'author' may be the title of the wiki itself. One of the most important differences when referencing a wiki is to include a retrieval date for when you accessed the information, as it may be subject to continual change.

**In-text citation:** (Author's surname OR Name of wiki, Year)

(WikiVet, 2012)

**Reference list:** Author's surname, INITIAL. OR name of wiki. (Year). Title of article in non-italic type. *Name of wiki in italics*. Retrieved Month Day, Year from <https://XXXXXXX>

WikiVet. (2012). Developmental biology overview. *WikiVet*. Retrieved May 14, 2014 from [https://en.wikivet.net/Developmental\\_Biology\\_Overview\\_-\\_Anatomy\\_%26\\_Physiology](https://en.wikivet.net/Developmental_Biology_Overview_-_Anatomy_%26_Physiology)

## C7 Social media

You should only cite a social media site if you use original content from that site. If you use social media as a way to finding sources in another format (e.g. a link to a blog post or news article), you should cite this source directly.

### C7.1 Twitter

**In-text citation:** (Author's surname OR Name of group, Year of post)

(Badlands National Park, 2018)

**Reference list:** Author's surname, INITIAL. OR Name of group [@username]. (Year, Month Day of posting). *Content of post up to the first 20 words in italics* [Description of audiovisuals if needed] [Tweet]. Twitter. <https://XXXXXX>

Badlands National Park [@BadlandsNPS]. (2018, February 26). *Biologists have identified more than 400 different plant species growing in @BadlandsNPS #DYK #biodiversity* [Tweet]. Twitter. <https://twitter.com/BadlandsNPS/status/968196500412133379>

Ensure the URL leads directly to the post, not just the user's feed. Find this link by clicking the arrow in the top right corner of the post and selecting 'Copy Link to Tweet'.

### C7.2 Facebook post

**In-text citation:** (Author's surname OR Name of group, Year of post)

(News From Science, 2018)

**Reference list:** Author's surname, INITIAL. OR Name of group. (Year, Month Day of post). *Content of post up to the first 20 words in italics* [Description of audiovisuals if needed]. Facebook. <http://XXXXXX>

News From Science. (2018, June 26). *These frogs walk instead of hop: https://scim.ag/2KlriH* [Video]. Facebook. <https://www.facebook.com/ScienceNOW/videos/10155508587605108/>

### C7.3 Instagram photo or video

**In-text citation:** (Author's surname OR Name of group, Year of post)

(Zeitz MOCAA, 2018)

**Reference list:** Author's surname, INITIAL. OR Name of group [@username]. (Year, Month Day of posting). *Content of post up to the first 20 words in italics* [Description of audiovisuals if needed]. Instagram. <https://XXXXXXX>

Zeitz MOCAA [@zeitzmocaa]. (2018, November 26). *Grade 6 learners from Parkfields Primary School in Hanover Park visited the museum for a tour and workshop hosted by* [Photographs]. Instagram. <https://www.instagram.com/p/BqpHpjFBs3b/>

### C7.4 Online forum post

**In-text citation:** (Author's surname OR Name of group, Year of post)

(National Aeronautics and Space Administration, 2018)

**Reference list:** Author's surname, INITIAL. OR Name of group [Username]. (Year, Month Day of post). *Content of post up to the first 20 words in italics* [Description of audiovisuals if needed] [Online forum post]. Name of website. <https://XXXXXXX>

National Aeronautics and Space Administration [nasa]. (2018, September 12). *I'm NASA astronaut Scott Tingle. Ask me anything about adjusting to being back on Earth after my first spaceflight!* [Online forum post]. Reddit. [https://www.reddit.com/r/IAmA/comments/9fagqy/im\\_nasa\\_astronaut\\_scott\\_tingle\\_ask\\_me\\_anything/](https://www.reddit.com/r/IAmA/comments/9fagqy/im_nasa_astronaut_scott_tingle_ask_me_anything/)

## C8 Images and figures

You might be required to include images as part of your assignment, or you may choose to include some for illustrative purposes. Just as you would include citation and reference information for a textual source, images should be credited accordingly. This includes images that you use in posters or presentations.

If you take a photograph for use in an assignment, no citation or copyright attribution is needed; however, you may choose to include a note to indicate that you have taken the image, e.g. 'Photograph taken by the author'.

According to APA 7<sup>th</sup> guidance, each image or figure should be numbered with Figure 1, Figure 2, etc. and should have a brief but clear and explanatory title. Write this title below the figure number.

Make sure that any images you include are clear and that any writing on the image is legible to the reader. You should also check the copyright information of the image to ensure that you can use the picture, diagram, or figure legitimately. The Library have produced Copyright FAQs for Students for further advice. This is available via the BGU Portal, through LibGuides at <https://libguides.bishopg.ac.uk/copyrightstudents>, or by contacting the Library directly at [library@bishopg.ac.uk](mailto:library@bishopg.ac.uk).

### C8.1 Images and photographs from another source

As with a direct quotation, the citation for an image should refer to the source from which it has been taken. If there is additional information – such as the photographer or artist – include this in the sentence introducing the image or in the text which accompanies it.

**In-text citation:** (Surname of source author, Year of publication, Page number if required)

Figure 1

Movie poster for *It Happened One Night* (DiMare, 2011, p. 267).

Produce the reference list entry according to the type of source the image has been taken from. For example:

DiMare, P. (2011). *It happened one night*. In P. DiMare (Ed.), *Movies in American history: An encyclopedia*, volume 1 (pp. 267-270). ABC-CLIO.

### C8.2 Online images or photographs

**In-text citation:** (Artist/Photographer's surname, Year of production)

(McCurry, 1985)

**Reference list:** Artist/Photographer's surname, INITIAL. (Year of production). *Title or description of image in italics* [Description of type of image]. Name of web site in non-italics. <https://XXXXXXX>

McCurry, S. (1985). *Afghan girl* [Photograph]. National Geographic. <https://www.nationalgeographic.com/magazine/national-geographic-magazine-50-years-of-covers/#/ngm-1985-jun-714.jpg>

### C8.3 Works of art (including paintings, drawings, and sculptures)

**In-text citation:** (Artist's surname, Year produced)

This architectural feature was seen clearly in *Eton College* (Canaletto, 1754).

**Reference list:** Artist's surname, INITIAL. (Year produced). *Title of work in italics* [Medium]. Name of gallery/setting, Location of gallery/setting.

Canaletto, G. A. (1754). *Eton College* [Painting]. National Gallery, London, United Kingdom.

If you have accessed the work of art via the gallery's website, add the URL:

Canaletto, G. A. (1754). *Eton College* [Painting]. National Gallery, London, United Kingdom.  
<https://www.nationalgallery.org.uk/painting/canaletto-eton-college>

### C8.4 Clip art or stock images

It is not necessary to cite clip art from Microsoft Word or Microsoft PowerPoint, but other clip art should be cited and referenced.

**In-text citation:** (Artist/Creator's surname, Year of production)

(GDJ, 2018)

**Reference list:** Artist/Creator's surname, INITIAL. (Year of production). *Title of image in italics* [Clip art]. Title of web site in non-italic type. <https://XXXXXXX>

GDJ. (2018). *Neural network deep learning prismatic* [Clip art]. Openclipart. <https://openclipart.org/detail/309343/neural-network-deep-learning-prismatic>

### C8.5 Graphs, charts, and figures

As with **C8.1**, you should cite and reference graphs, charts, and figures based on the source from which you accessed them. Include a description to explain the figure to the reader and use the figure number to refer to the image in your text.

**In-text citation:** (Surname of source author, Year of publication, Page number if required)

Figure 1

Infographic showing the economic impact of Higher Education institutions (Universities UK, 2015, p. 9)

**Reference list:** Follow the guidelines for the type of source the figure has been taken from, for example:

Universities UK. (2015). *Efficiency, effectiveness, and value for money*. Universities UK.  
<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/efficiency-effectiveness-value-for-money.pdf>

## C8.6 Maps

There are different conventions for citing and referencing maps depending on the type of source you are using and how you have accessed it. All maps may have an individual author or a 'corporate author'; use whichever name or title is provided.

### Printed map:

**In-text citation:** (Mapmaker/Editor's surname OR Company name, Year of publication)

(Shell Georg Wastermann, 1934/35)

**Reference list:** Mapmaker/Editor's surname, INITIAL. OR Company name. (Year of publication). *Title of map in italics* [Format, edition, scale, series name or number]. Name of publisher.

Shell Georg Wastermann. (1934/35). *Hamburg-Schleswig-Holstein* [Map, scale 1:4700]. Shell-Strassenkarten No. 1.

### Atlas:

**In-text citation:** (Mapmaker/Editor's surname, Year of publication, Map number if required)

(Eales, 2003, Map 36)

**Reference list:** Mapmaker/Editor's surname, INITIAL. (Year of publication). *Title of map* (X<sup>th</sup> ed.). Name of publisher.

Eales, S. (Ed.). (2003). *The Jacaranda atlas* (3<sup>rd</sup> ed.). John Wiley & Sons.

### Digital map:

**In-text citation:** (Map publisher, Year of issue)

(Google Earth, 2008)

**Reference list:** Map publisher with version (if applicable). (Year of issue). *Image details – location, co-ordinates, elevation in italics* [format, if applicable]. Retrieved Month Day, Year, from <https://XXXXXX>

Google Earth 6.0. (2008). *Hylands House and estates 51°42'39.17"N, 0°26'11.30"W, elevation 60M* [3D map, buildings data layer]. Retrieved May 10, 2018 from <http://www.google.com/earth/index.html>



## C9 Audiovisual material

### C9.1 Films, videos, and DVDs

**In-text citation:** (Director's surname, Year of release)

(Yates, 2010)

**Reference list:** Director's surname, INITIAL. (Director). (Year of release). *Title of film in italics* [Format]. Name of production company.

Yates, D. (Director). (2010). *Harry Potter and the deathly hallows – Part 1* [Film]. Warner Bros.

### C9.2 Television and radio series and episodes

You will need to include slightly different information depending on whether you are referencing a television or radio series or an individual episode.

**Series:**

**In-text citation:** (Surname of executive producer, Years of broadcast)

(Sorkin, 1999-2006)

**Reference list:** Surname of executive producer, INITIAL. (Executive Producer). (Years of broadcast). *Title of television series in italics* [TV series]. Name of production company.

Sorkin, A. (Executive Producer). (1999-2006). *The west wing* [TV series]. Warner Bros. Television.

**Episode:**

**In-text citation:** (Surname(s) of primary contributor(s), Year of broadcast)

(Sorkin & Schlamme, 2001)

**Reference list:** Writer's surname, INITIAL. (Writer) & Director's surname, INITIAL. (Director). (Year, Month Day of broadcast). Title of episode in non-italic type (Season, Episode) [TV series episode]. In Executive Producer's INITIAL, Surname (Executive Producer), *Title of television series in italics*. Name of production company.

Sorkin, A. (Writer) & Schlamme, T. (Director). (2001, May 16). Two cathedrals (Season 2, Episode 22) [TV series episode]. In A. Sorkin (Executive Producer), *The west wing*. Warner Bros. Television.

There may be cases, for example factual interviews, when it is more appropriate for contributions within a programme to be cited and referenced slightly differently. In these cases, you may use the interviewee's name in the text to indicate that you are quoting or paraphrasing their views, rather than those of the programme makers.

**In-text citation:** (Interviewee's surname, Year of broadcast)

(Blunkett, 2004)

**Reference list:** Interviewee's surname, INITIAL. (Year, Month Date of broadcast). Interviewed on *Title of programme in italics* [Format]. Name of broadcaster.

Blunkett, D. (2004, March 5). Interviewed on *Newsnight* [Television]. BBC.

### C9.3 YouTube videos

**In-text citation:** (Surname of uploader, Year of upload)

(National Theatre, 2019)

**Reference list:** Surname of uploader, INITIAL. [Username, if different]. (Year, Month Date of upload). *Title of video in italics* [Video]. YouTube. <https://XXXXXXX>

National Theatre. (2019, April 30). *National Theatre live: Hamlet – Rehearsing the sword fight* [Video]. YouTube. <https://www.youtube.com/watch?v=k1sThbRvwFO>

### C9.4 TED talks

**In-text citation:** (Surname of speaker OR TED, Year of broadcast)

(TED, 2014)

**Reference list:** Surname of speaker, INITIAL. OR TED. (Year, Month Date of broadcast). *Title of TED talk in italics* [Video]. Name of host site. <https://XXXXXXX>

TED. (2014, April 3). *Jennifer Golbeck: The curly fry conundrum: Why social media 'likes' say more than you might think* [Video]. YouTube. <https://www.youtube.com/watch?v=hgWie9dnssU>

### C9.5 Music recordings

You will need to include slightly different information depending on whether you are referencing an album or an individual track.

**Album:**

**In-text citation:** (Surname of artist OR Stage name, Year of release)

(Taylor, 1970)

**Reference list:** Surname of artist, INITIAL. OR Stage name. (Year of release). *Title of album in italics* [Album]. Name of music label.

Taylor, J. (1970). *Sweet baby James* [Album]. Warner Bros.

**Individual track:**

**In-text citation:** (Surname of artist OR stage name, Year of release)

(Beyoncé, 2016)

**Reference list:** Surname of artist, INITIAL. OR Stage name. (Year of release). Title of track in non-italic type [Song]. On *Album title in italics*. Name of music label.

Beyoncé. (2016). Formation [Song]. On *Lemonade*. Parkwood; Columbia.

## C9.6 Podcasts

You will need to include slightly different information depending on whether you are referencing a podcast series or an individual episode.

### Podcast series:

**In-text citation:** (Surname of host, Years of broadcast)

(Neyfakh, 2017-2018)

**Reference list:** Surname of host, INITIAL. (Host). (Years of broadcast). *Title of podcast series in italics* [Audio podcast]. Name of production company. <https://XXXXXXX>

Neyfakh, L. (Host). (2017-2018). *Slow burn* [Audio podcast]. Slate. <https://slate.com/podcasts/slow-burn/s1/watergate>

### Podcast episode:

**In-text citation:** (Surname of host, Year of broadcast)

(Warneke et al., 2019)

**Reference list:** Surname of host, INITIAL. (Host). (Year, Month Date of broadcast). Title of episode (Episode number) [Audio podcast episode]. In *Title of podcast series in italics*. Name of production company. <https://XXXXXXX>

Warneke, D., Perkins, J., & Stewart, M. (2019, December 25). Operation Mincemeat (No. 218) [Audio podcast episode]. In *Do go on*. Planet Broadcasting. <https://www.dogoonpod.com>

## C9.7 Live performances of plays

**In-text citation:** (Director's surname, Year of performance)

The performance of *As You Like It* was energetic (Normington 2013).

**Reference list:** Director's surname, INITIAL. (Director). (Year, Month Date of performance). *Title of play in italics* by Name of playwright. Theatre: Location.

Normington, A. (Director). (2013, July 22). *As you like it* by William Shakespeare. Clumber Park: Worksop.

## C10 Unpublished sources

### C10.1 Theses and dissertations

Doctoral dissertations and Master's theses can be useful to consult as they are often at the cutting edge of research. They can be found via databases, institutional archives, or personal websites. For additional help with locating theses, consult with your tutor or the Library staff.

In-text citations will be the same as for published books or articles, but the reference list entry will be slightly different depending on where you locate the thesis.

**In-text citation:** (Author's surname, Year produced, Page number if required)

Crines (2010) challenges conventional assessments of the reasons for Foot's ascendancy in the Labour Party.

**Accessed via electronic database:**

**Reference list:** Author's surname, INITIAL. (Year). *Title of thesis in italics* [Type of thesis, Name of awarding institution]. Database or archive name. <https://XXXXXXX>

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* [Doctoral dissertation, University of Huddersfield]. EThOS. <https://uk.bl.ethos/528769>

**Accessed via institutional archive:**

**Reference list:** Author's surname, INITIAL. (Year). *Title of thesis in italics* [Type of thesis, Name of awarding institution]. Name of institutional archive.

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* [Doctoral dissertation, University of Huddersfield]. University of Huddersfield Repository.

**Accessed via website:**

**Reference list:** Author's surname, INITIAL. (Year). *Title of thesis in italics* [Type of thesis, Name of awarding institution]. Name of website. <https://XXXXXXX>

Crines, A. (2010). *Michael Foot, the role of ideology and the Labour leadership elections of 1976 and 1980* [Doctoral dissertation, University of Huddersfield]. University of Huddersfield Repository. <http://eprints.hud.ac.uk/9646/1/acrinesfinalthesis.pdf>

## C10.2 Archival sources

Archival material can be challenging to format into APA 7<sup>th</sup> style. At times, the author, date, or publication information may be unclear or missing. In these cases, choose one of the following options:

- Consult **C11.6** about what to do when information is missing;
- Create a ‘Frankenreference’ (see **C11.7**); or
- Adapt the information provided by the archive into the APA 7<sup>th</sup> format as accurately as possible. For example, the author may be a group or company instead of an individual, or you may have to create an appropriate ‘title’ for the material.

You may access archival sources from an institution or archive in person, or else via digital archives. This will not affect the style of the in-text citation, but may have an impact on the reference style.

**In-text citation:** (Author’s surname OR Name of corporate author, Year)

His father-in-law wrote to the authorities to complain about the effects of Brockway’s solitary confinement, arguing that it was ‘inhumane’ and ‘a cruel torture’ (Home Office, 1918).

**Accessed in person:**

**Reference list:** Author’s surname, INITIAL. OR Name of corporate author. (Year). *Title in italics* [description of material]. Name of collection (Shelfmark/Accession No./Order No. etc.). Repository: Location.

Home Office. (1918). *War: Pacifist activities of Archibald Fenner Brockway, conscientious objector* [Manuscript]. Home Office Registered Papers (144/17490). National Archives: Kew.

**Accessed online:**

**Reference list:** Author’s surname, INITIAL. OR Name of corporate author. (Year). *Title in italics* [description of material]. Name of collection (Shelfmark/Accession No./Order No. etc.). Name of website. <https://XXXXXXX>

Johnston, J. B. (1915). *The place-names of England and Wales* [Monograph]. Boston Public Library (Call number 2214511). Internet Archive. <https://archive.org/details/placenamesofengl00john>

### C10.3 Conference sessions and presentations

If the conference session or presentation is published, you can use the guidance outlined in **C4.1** for 'Journal Articles'. If not, use the following:

**In-text citation:** (Presentation author's surname, Year presented)

(Fistek et al., 2017)

**Reference list:** Presentation author's surname, INITIAL. (Year, Month Dates of conference). *Title of presentation in italics* [Type of contribution]. Conference name, Location. <https://XXXXXXX>

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12-15). *Everybody's got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session]. Autism Society National Conference, Milwaukee, WI, United States. <https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

### C10.4 Interviews with recording or transcript available

**In-text citation:** (Interviewee's surname, Year of recording)

King (1963) drew on images from American past to ground the experiences of African Americans in the nation's history.

**Reference list:** Interviewee's surname, INITIAL. (Year, Month Date of recording). *Title of recording in italics* [Description of format]. Name of archive or website. <https://XXXXXXX>

King, M. L., Jr. (1963, August, 28). *I have a dream* [Speech audio recording]. American Rhetoric. <https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

### C10.5 Documents from electronic portfolios

If you wish to refer to documents from your electronic portfolio (e.g. eRPD or DCP), you may cite these as a personal communication (see **C10.7**) or use an appendix (see **A2.8**). If you choose to use an appendix, include the full document in the appendices and refer the reader to the relevant document using (see Appendix A/B/C in the text).

### C10.6 Documentation and policies from work, school, or setting

Sometimes you may need to include or refer to actual documents from your workplace, school, or setting. In these cases, you should still anonymise the name of the setting in the citations and reference list. You do not need to include a link to the source material.

**In-text citation:** (Pseudonym of setting, Year, Page number if required)

The prospectus notes 'healthy eating is promoted through a range of curriculum initiatives as well as meals and snacks prepared for children' (Leafy Nursery, 2009, p. 2).

**Reference list:** Pseudonym of setting. (Year). *Title of document*.

Leafy Nursery. (2009). *Healthy eating policy*.

If you are uncertain how to include specific materials from your setting, ask your tutor for guidance on how they would like these to be presented.

## C10.7 Personal communications

Any source that you use which cannot be located by the reader should be cited as a **personal communication**. This might include information from emails, unrecorded lectures, or telephone conversations.

Personal communications do need to be cited in the text, but they should not be included in the reference list as there is no way for the reader to track them down. You should include the correspondent's initial(s) and surname in the in-text citation and be as accurate as possible with the date.

Permission should be obtained from the people concerned before quoting from personal correspondence. If you are conducting personal interviews, it is a good idea to seek consent from your contact in case you wish to cite the information that you obtain. Where school placements are concerned, it is good practice to anonymise the participants and institutions involved.

**In-text citation:** (Name of contact, personal communication, Month Date, Year)

He was a kind and loving father, although frequently absent (O. Outrim, personal communication, November 18, 2004).

You should **only** use a personal communication citation when it is not possible for the reader to access the original source. Do not use a personal communication citation for quotations or information from participants whom you have interviewed as part of your own original research.

## C10.8 Lectures

It is not considered good practice to reference your course lectures directly in assignments. Instead, you should use lectures as a basis for further research; for example, you might choose to follow up on a source quoted by your lecturer.

You may wish to refer to lectures by guest speakers or talks attended elsewhere. If the materials for the talk have been made available online, you can provide an entry in the reference list using the basic format for electronic sources (see **C6**).

If there is no information on the lecture which the reader can access, you should treat this information as a personal communication (see **C10.7**) and cite it **only** in the text.

## C11 Additional information

### C11.1 Secondary referencing

Sometimes you may wish to acknowledge one author's idea or quotation when you have found it in another author's work. This is called '**secondary referencing**'.

In this situation, the ideal solution is to try and access the original source. Sometimes this is not possible, for instance, when the original work is out of print, cannot be found through usual sources, or is unavailable in English. If you do have to use a secondary reference, you must provide a more detailed citation that indicates clearly the source from which you have taken the information.

For example, in an article examining Theatre in Education, Helen Nicholson begins her discussion with a quote from a personal interview she conducted with Edward Bond on the performance of his play *The Children*. It would not be possible to gain access to the original interview, so a secondary reference would be appropriate in this instance.

To produce a secondary reference, simply add the phrase 'as cited in' to the citation.

**In-text citation:** (Original commenter/writer's surname, as cited in Author's surname, Year of publication)

The first performance of *The Children* has been described by Bond (as cited in Nicholson, 2003) as 'almost a touchstone for what theatre is all about' (p. 9).

If the year of publication of the primary source is known, also include it in the citation:

In the midst of the Iranian Hostage Crisis, the American people were perceived to be 'sick at heart' (Carter, 1979, as cited in Carroll, 1990).

In the reference list, you should **only** provide details about the secondary source, as this is the text that you consulted. This reference should be written according to the guidelines for books, journal articles, etc. outlined previously in **Section C**, according to the type of source you have used. The previous examples, therefore, would be as follows:

Nicholson, H. (2003). Acting, creativity and social justice: Edward Bond's 'The Children'. *Research in Drama Education*, 8(1), 9-23. <https://doi.org/10.1080/13569780308325>

Carroll, P. N. (1990). *It seemed like nothing happened: America in the 1970s*. Rutgers University Press.



## C11.2 Group referencing

You are encouraged to synthesise information from a range of different sources. This may involve grouping together different authors with similar points of view. Although you may not quote from them all directly, all of these authors should be cited within the text in a **'group reference'**.

In a group reference in brackets, place the citations in **alphabetical order** according to the surname of the primary author of each text, separated by a semi-colon:

There have been several studies (Howell, 2005; Kent, 2010; Winter, 1993) which examine the diminishing influence of the Independent Labour Party in the 1930s.

Alternatively, you can include all of the authors' names in the running text, as follows:

Howell (2005), Kent (2010), and Winter (1993) have all discussed the declining influence of the Independent Labour Party on the Left.

If one of the sources has more than one author, use the surname of the first author to determine its place in the list. Do not rearrange the authors of an individual source into a different order from its publication. For example:

Historians have explored how the personal computer was developed by enthusiasts in California during the 1970s (Campbell-Kelly et al., 2013; Freiburger & Swaine, 2000).

## C11.3 Works by the same author

Sometimes you may use multiple works by the same author. If citing more than one work by the same author within the same set of brackets, list the publication dates in chronological order, separated by a comma:

(Department for Education, 2013, 2017)

When listing these texts in the reference list, arrange them in chronological order, starting with the earliest.

If you use two or more works by the same author that were **written in the same year**, arrange these in alphabetical order in the reference list and assign a letter to each one. The in-text citation should also have this letter attached to it, as follows:

(DfE, 2013a)

Department for Education. (2013a). *National curriculum in England: Primary curriculum*. HMSO.

C11.4 Works by authors with the same surname

If you have used works by different authors who share a surname, you should differentiate between them by including their first initials, in both the citations and the reference list. This is still the case even if the year of publication differs.

**In-text citation:** (Author’s INITIAL. Surname, Year of publication)

Studies on immigration include I. Light (2006) and M. T. Light and Togunde (2008).

**Reference list:** Author’s surname, INITIAL. (Year). *Title of source in italics*. Name of publisher.

Light, I. (2006). *Deflecting immigration: Networks, markets, and regulation in Los Angeles*. Russell Sage Foundation.

Adapt the reference according to the appropriate source type.

If the authors also share the same first initial, include their full first name in the citations and reference list to differentiate. For example:

**In-text citation:**

(Danny Thomas & Davidson, 1991)  
(Dylan Thomas, 1954)

**Reference list:**

Thomas, D. [Danny], & Davidson, B. (1991). *Make room for Danny*. Putnam.  
Thomas, D. [Dylan]. (1954). *A child’s Christmas in Wales*. New Directions.

C11.5 Abbreviations

The following abbreviations are acceptable in the reference list:

Abbreviation	Book or publication part
ed.	Edition
Rev. ed.	Revised edition
2 <sup>nd</sup> ed.	Second edition
Ed.	Editor (singular)
Eds.	Editors (plural)
Trans.	Translator(s)
n.d.	No date given
p.	Page (singular)
pp.	Pages (range)

## C11.6 Missing information

Sometimes sources do not include all of the information that is required for typical citations and reference lists. For instance, a document might not have a date, the author's name may be omitted, or the name of the publisher may not be clear.

If this is the case – don't panic! You can usually still use the source, but should adapt the citation and reference to indicate that there is information missing.

If there is more than one element missing from the source, be wary of using it at all.

What's missing?	Solution	Reference list entry	In-text citation
Author	Provide the date, title, and source location.	<i>Title</i> . (Date). Source.	( <i>Title</i> , Year) <i>Title</i> (Year)
Date	Provide the author, write 'n.d.' for 'no date' and then provide the title and source.	Author. (n.d.). <i>Title</i> . Source.	(Author, n.d.) Author (n.d.)
Title	Provide the author and date, describe the work in square brackets, and then provide the source.	Author. (Date). [Description of work]. Source.	(Author, Year) Author (Year)
Author and date	Provide the title, write 'n.d.' for 'no date', and then provide the source.	<i>Title</i> . (n.d.). Source.	( <i>Title</i> , n.d.) <i>Title</i> (n.d.)
Author and title	Describe the work in square brackets, and then provide the date and source.	[Description of work]. (Date). Source.	([Description of work], Year) [Description of work] (Year)
Date and title	Provide the author, write 'n.d.' for 'no date', describe the work in brackets, and then provide the source.	Author. (n.d.). [Description of work]. Source.	(Author, n.d.) Author (n.d.)
Author, date, and title	Describe the work in square brackets, write 'n.d.' for 'no date', and then provide the source.	[Description of work]. (n.d.). Source.	([Description of work], n.d.) [Description of work] (n.d.)
Source location	Cite as a personal communication (see <b>C10.7</b> ) or find another work to cite.	No reference list entry.	(Communicator, personal communication, Month Date, Year)  Communicator (personal communication, Month Date, Year)

## C11.7 The ‘Frankenreference’

This handbook aims to provide examples of the most commonly used sources, as well as some more unusual ones too. However, you may come across sources that do not fit neatly into any of the categories defined here. In these cases, try to select the example that is most applicable for your source and follow that format.

If this is not possible, you will need to combine elements from different referencing formats. This is commonly known as a **‘Frankenreference’**.

To create a Frankenreference, remember the four Ws of referencing:

**Who** is the author?

**When** was it published?

**What** is its title?

**Where** was it published?

This is the information that your reader needs to track down the source for themselves. Once you have gathered this information as best you can, follow the basic principles of presenting references in APA 7<sup>th</sup>, for example:

### In-text citation:

(Author’s surname, Year, Page number if required)

### Reference list:

Author’s surname, INITIAL. (Year). *Title of item* [Additional information, e.g. format, if needed]. Name of publisher. OR Title of website + <https://XXXXXXX>

### For example:

(AQA, 2015, p. 4)

AQA. (2015). *A-Level English Literature Paper 1: Love through the Ages (7712/1)* [Exam specimen paper]. AQA Resources. <http://filestore.aqa.org.uk/resources/english/AQA-77121-SQP.pdf>

If you are still uncertain about how to reference a source correctly, check the APA Style Blog online or get in touch with Learning Development at [learningdevelopment@bishopg.ac.uk](mailto:learningdevelopment@bishopg.ac.uk). Please provide as much information as possible about your query.

# Section D: **ACADEMIC INTEGRITY**

## D1 Academic integrity: What you need to know

'Academic integrity' means the system of values to which members of the academic community subscribe. As a student, you are a member of the academic community at BGU, and therefore have a personal and professional obligation to demonstrate academic integrity through developing good practices. This means:

- Being honest and responsible in your studies;
- Referencing accurately; and
- Avoiding plagiarism.

## D2 What is plagiarism?

Academic work at university level requires you to express your own ideas and opinions while drawing on information, research, ideas, and quotations from other authors. While it is vital that you use the work of other authors, it is also essential that you distinguish clearly between your own work and that of other people. Unless a piece of information is common knowledge, you must provide a reference to the original source.

**Plagiarism is essentially a form of cheating.** It means using someone else's work and presenting it as your own. The BGU *Code of Practice for Academic Misconduct* (2018) defines it as 'the unacknowledged incorporation in a student's work of material derived from the work, published or unpublished, of another'.

Plagiarism might include:

- Including more than a single phrase from another person's work **without using quotation marks and acknowledging the source.**
- Summarising another person's work simply by changing a few words or altering the order of presentation **without acknowledgement.**
- Using another person's ideas **without acknowledgement** of the source.
- Copying the work of another student **without their knowledge or agreement.**
- Presenting assignments as collaborative group assessments which include the work of others that **has not been acknowledged.**
- Using ideas or information from social networking sites **without acknowledgement.** Although these sites can provide an excellent environment for discussion, the same standards apply as with conventional publications.
- **Buying an essay** or getting someone else to write one and submitting it as your own work.
- Submitting work that you have submitted previously, at BGU or at another institution. This is called **self-plagiarism.**

If two or more students plan to share their work and submit it for independent assessment, this is known as '**collusion**' and is also against the *Code of Practice*. Even if the words are different but the ideas behind them and the way they are expressed are remarkably similar, this is still considered collusion. You might recommend relevant sources to a friend or colleague, but it is important that individual assignments demonstrate independent thought, so you should not share entire bibliographies or specific quotations.

For more information about plagiarism and referencing work correctly, you should consult the BGU *Code of Practice for Academic Misconduct* (see **D3**), or visit the Library or Learning Development areas of Blackboard. Learning Development also deliver workshops on academic integrity and referencing, which you are encouraged to attend.

### D3 What are the consequences of plagiarism?

The full Code of Practice for Academic Misconduct (2018) outlines the procedures for dealing with cases of suspected academic misconduct. It can be found on the BGU website at <https://www.bishopg.ac.uk/policies-procedures-regulations-forms>

### D4 Examples of plagiarism

#### D4.1 Direct quotations

The following paragraph is a quotation taken directly from a book by David Cannadine. If it appeared like this in an essay, it would be considered plagiarism, because it does not indicate that it is a word-for-word copy and there is no mention that Cannadine is the original author. This makes it appear – wrongly – that it is the student's own work:

The politest thing that may be said about it is that for much of his career, Churchill's oratory was far more important and interesting to himself than it was to the British political classes or to the British in general, and that he was often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible.

To include this material correctly, the student should:

- Include to the reader that this is a direct quotation by presenting it indented and single-spaced (as it is a block quotation); and
- Attribute the text to the original author with an in-text citation, including a page number.

For example:

Cannadine (2002) states that:

The politest thing that may be said about it is that for much of his career, Churchill's oratory was far more important and interesting to himself than it was to the British political classes or to the British in general, and that he was often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible. (p. 111)

Even if the quotation used was just a few words, it would still be considered plagiarism if there were no indicators to show that it has come from somewhere else. In this case, it should be included within the text inside single quotation marks and should be accompanied by an in-text citation, for example:

Cannadine (2002) comments that Churchill was 'often rude and vituperative, bullying and overbearing, apocalyptic and irresponsible' (p. 111).

In both of these cases, the in-text citation must be followed up by an entry in the reference list to match, for example:

Cannadine, D. (2002). *In Churchill's shadow: Confronting the past in modern Britain*. Penguin.

## D4.2 Paraphrases

It is also possible to plagiarise when paraphrasing another author's work or ideas. Failing to provide a reference for paraphrased work is one of the most common causes of plagiarism. As a result, although you are encouraged to paraphrase material to avoid too many long quotations and to demonstrate your understanding, you **must** still include citations when you do so.

The following sentence is a paraphrase of Cannadine's point about Churchill. It **would be considered plagiarism** because only a few words have been changed and the structure is the same, but it has not been attributed to the original author:

The kindest comment on his career is that Churchill's speaking was more significant and exciting to him than to other people in Britain.

The following example **would also be considered plagiarism**, because it creates the false impression that the student has come up with the idea:

This essay will argue that although Churchill was well-known for his speaking ability in wartime, for much of his career his speeches were less well-received.

The two examples below demonstrate **good academic practice**. The following example has been written in the student's own words, but is still attributed to the original author:

Churchill could be insulting when speaking publicly and, despite his wartime reputation, his speeches were sometimes considered boring and insignificant (Cannadine, 2002, p. 111).

The following example acknowledges the original author while also indicating that the student agrees with him:

This essay will support and further explore Cannadine's (2002) assertion that Churchill's public speaking was not always as successful as it was during the Second World War.



## D5 How to avoid plagiarism

Academic misconduct can seem like a daunting prospect, but the best way to avoid it is to develop and maintain good academic practices. Many cases of plagiarism are accidental, so the best defence is being careful and precise in your research. Remember that all of the following types of material need referencing in your work when they have been taken from another source:

- Quotations
- Paraphrases and summaries
- Ideas, opinion, and arguments
- Illustrations and photographs
- Maps, charts, and figures
- Statistics and research data
- Information taken from the internet

You may need to check the copyright information to find out if you can use pictures, diagrams, or figures legitimately. Very often, the use of copyrighted information is allowed for educational purposes, but still needs to be referenced correctly. If there is no copyright statement, you should contact the owner or webmaster to ask for permission, explaining that you are a student and what your assignment is about.

The Library have also produced *Copyright FAQs for Students*, which gives further advice. This is available via the Student Portal, through LibGuides at <https://libguides.bishopg.ac.uk/copyrightstudents>, or by contacting the Library directly at [library@bishopg.ac.uk](mailto:library@bishopg.ac.uk).

### D5.1 Good academic practice

<b>Be organised</b>	When conducting your research, keep your notes organised. Note the details of each source you use and be very clear where you are copying directly and where you are paraphrasing.
<b>Keep on top of your references</b>	Don't leave your referencing until you've finished your assignment! Keep track of your sources as you go along.
<b>Be accurate</b>	Use this handbook when writing and editing to make sure you are doing it correctly.
<b>Take care with online resources</b>	Never download or cut and paste material directly into an assignment, and ensure all digital material is referenced fully.
<b>Follow up your sources</b>	Don't take information on the internet at face value – always follow up non-traditional sources and references for credibility.
<b>Reference all relevant material</b>	If you are uncertain, it's best to err on the side of caution and include a reference.
<b>Use Turnitin originality reports</b>	View the originality report generated by Turnitin to check any sections which have been flagged up and make sure they are formatted and cited correctly.

## Troubleshooting

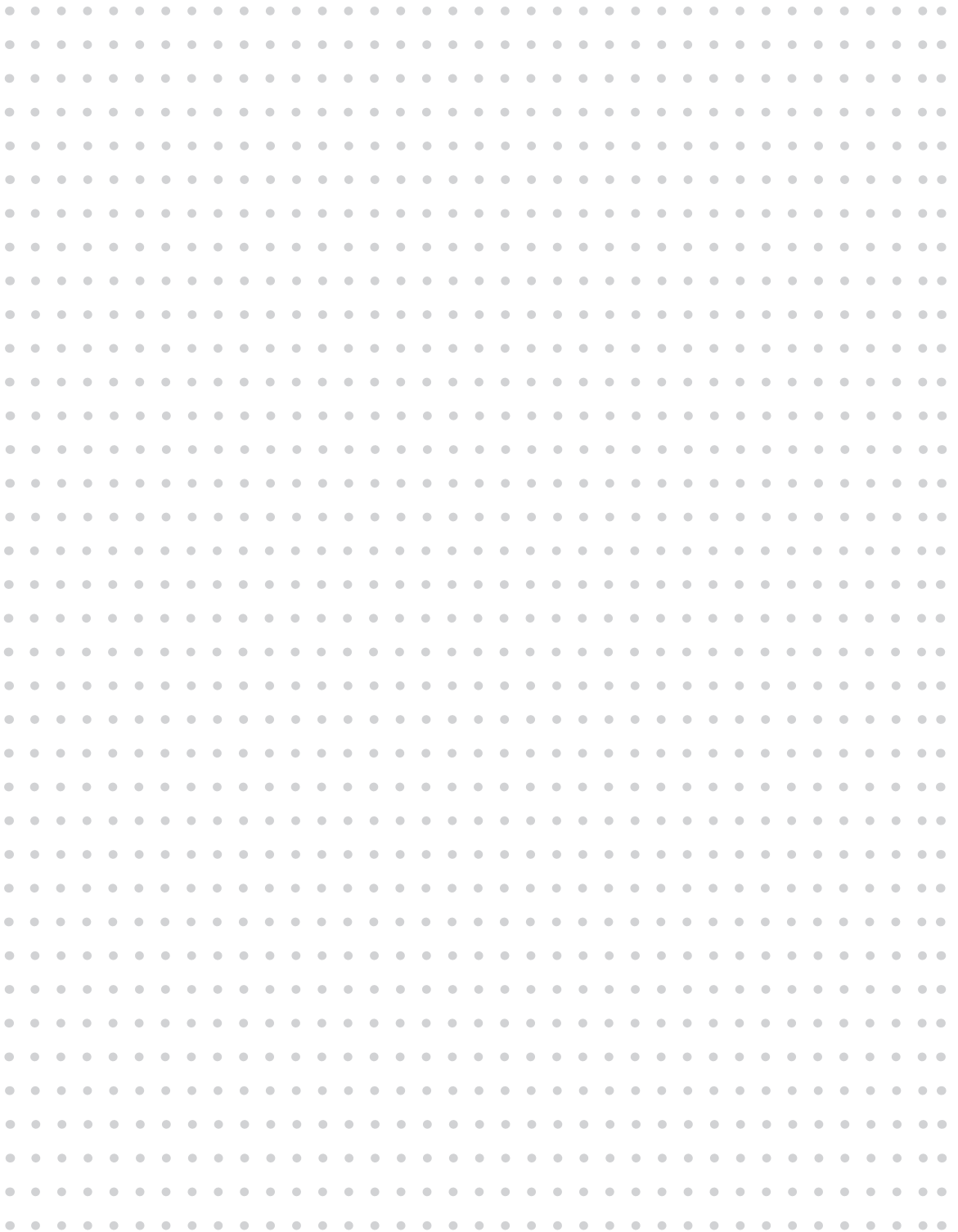
Issue	Solution
I do not know how to classify my source.	<ul style="list-style-type: none"> <li>• Make a reasoned judgement about what kind of source the material is most similar to.</li> <li>• Consider how you accessed it yourself, e.g. if it was online, cite it as an electronic source.</li> </ul>
The type of source is not listed in the handbook.	<ul style="list-style-type: none"> <li>• Consider the points above to see if you can classify it more broadly.</li> <li>• Search online, e.g. 'how to cite _____ in APA'</li> <li>• Create a reference using the 'Frankenreference' method (see <b>C11.7</b>).</li> </ul>
I have found a quotation that I want to include, but I do not have access to the original text.	<ul style="list-style-type: none"> <li>• This is called a 'secondary reference'.</li> <li>• Follow the guidance in <b>C11.1</b>.</li> <li>• Ensure it is clear you are drawing on the work of the original text, but that the text you have read is a secondary one.</li> <li>• Do not include the original text in the reference list if you have not consulted it directly.</li> </ul>
My lecturer mentioned a source/quotation; how should I reference it?	<ul style="list-style-type: none"> <li>• Check your lecture notes or any handouts/slides to see if the lecturer provided a reference.</li> <li>• If not, contact the lecturer to ask where you might find the information.</li> <li>• Do not cite the lecture itself, unless as a personal communication (see <b>C10.7</b>).</li> </ul>
I don't know if my citation should include a page number.	<ul style="list-style-type: none"> <li>• Consult <b>C2.4</b>.</li> <li>• Include a page number (or page range) if you have used a direct quotation or are referring to a specific part of a text.</li> <li>• Do not include a page number if you are paraphrasing/summarising a whole section or text.</li> <li>• Do not include a page number if the source does not provide one, e.g. a website.</li> </ul>
I don't know if I've used enough references.	<ul style="list-style-type: none"> <li>• There is no magic number of references that is 'enough'!</li> <li>• Make sure you have included a citation each time you have used another author's words or ideas and that each different source cited has a reference.</li> <li>• Do not try to 'pad' your reference list to make it seem more extensive than it is.</li> </ul>

A source that I have used already would be relevant to another assignment that I am writing; is this plagiarism?	<ul style="list-style-type: none"> <li>• Make sure you are using the source in a different way, using alternative words and phrasing.</li> <li>• Use your originality report on Turnitin to check for self-plagiarism.</li> </ul>
I'm not sure who the author of my source is.	<ul style="list-style-type: none"> <li>• Check whether you can credit it with a 'corporate author', e.g. a government department, company, institution, charity etc.</li> <li>• If there is no author at all, use the first few words of the title in place of the author.</li> </ul>
I have used referencing software but it doesn't match what the handbook says.	<ul style="list-style-type: none"> <li>• Ensure that you have entered all the relevant information correctly.</li> <li>• If there is still a discrepancy, follow the guidelines presented in the handbook.</li> </ul>
There is some useful information on Wikipedia that I want to use.	<ul style="list-style-type: none"> <li>• <b>Do not cite Wikipedia as an academic source.</b></li> <li>• Check the references on the Wikipedia article at the bottom of the web page. Use these to find the sources that Wikipedia's editors have consulted to find the information</li> </ul>
The corporate author of my source has a really long name; can I use an abbreviation?	<ul style="list-style-type: none"> <li>• Write the name in full the first time that you include it, followed by the abbreviation in brackets.</li> <li>• In subsequent mentions, use the abbreviation.</li> <li>• In the reference list, include the full name only.</li> </ul>
I've written a whole paragraph that draws on the work of one author; how many times should I cite them?	<ul style="list-style-type: none"> <li>• Use citations to distinguish clearly between the information drawn from the other source and your own ideas.</li> <li>• Consider integrating some citations into the text (i.e. mention the author by name in the sentence).</li> <li>• Check whether you could summarise the material into your own words more succinctly.</li> <li>• Do not just use one citation at the end of a paragraph to cover the whole section.</li> </ul>
The author of my source has an unconventional name or title, e.g. William, Duke of Cambridge.	<ul style="list-style-type: none"> <li>• Identify how the author's name is formatted in the original source.</li> <li>• Consider how the author's name is used most commonly.</li> </ul>

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## Notes



## Notes







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