

Referencing Guidelines

School of Health and Social Care

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1. Introduction to Citations and References

- **Why do I need to reference?**

To ensure that all supporting evidence can be traced to original work and to acknowledge the original authorship and avoid plagiarism.

- **When do I need to reference?**

Whenever you are supporting your writing by referring to the work of another author, this is essential when you are directly quoting someone, paraphrasing a statement or summarising an original passage. Such materials must be properly cited in the text and a full reference given in the reference list. If material is cited at second hand, for example in a review, or in a lecture, the original source must be found and quoted.

- **What are citations and references?**

The *citation* is the name or names and date given in the main text, for example in the sentence 'more than 40% of net primary production in mangroves is unaccounted for (Bouillon *et al.* 2016) the citation is 'Bouillon *et al.* 2016'. The *reference* is the full source given in the end reference list. The referencing style used in this School is known as *APA6th*.

- **What is the end reference list?**

This is the list of all the references cited in the paper or report. It comes at the end of your paper and contains the details of all of the books, journal articles, videos websites etc. that you have cited (referred to) in your piece of work.

Get Ready @ Edinburgh Napier <http://getready.napier.ac.uk>

2. Reference Guide

In text	In Reference list
Book	
Hall (2013) OR (Hall, 2013)	Hall, C. (2013). <i>What is nursing: Exploring theory and practice</i> . (3rd ed.) London: Learning Matters.
Waugh, Grant and Chambers (2014) OR (Waugh, Grant and Chambers, 2014) On subsequent use: Waugh et al. (2016) OR (Waugh et al. 2016)	Waugh, A., Grant, A., & Chambers, G. (2014). <i>Ross and Wilson anatomy & physiology in health and illness</i> . (12th ed.) Edinburgh: Elsevier.
Book (chapter)	
Cruickshank and Campbell (2011) OR (Cruickshank and Campbell, 2011)	Cruickshank, S., & Campbell, K. (2011). The patient with cancer. In C. Brooker & M. Nicol (Eds.), <i>Alexander's nursing practice</i> (4th ed., pp. 789-823). Edinburgh: Churchill Livingstone.

In text	In Reference list
Book (edited)	
<p>Taggart and Karatzias (2014) OR (Taggart and Karatzias, 2014)</p>	<p>Taggart, L., Brown, M., & Karatzias, T. (2014). Diabetes. In L. Taggart, & W. Cousins (Eds.), <i>Health promotion for people with intellectual and developmental disabilities</i>. Maidenhead: Open University Press.</p>
Book (electronic)	
<p>Brooker and Waugh (2013) OR (Brooker and Waugh, 2013)</p>	<p>Brooker, C., & Waugh, A. (2013). <i>Foundations of nursing practice: Fundamentals of holistic care</i>. (2nd ed.) Retrieved from: http://pmt-eu.hosted.exlibrisgroup.com/44NAP_ALMA_VU1:Alma:ALMA-44NAP_ALMA5139870350002111</p>
<p>Marshall, Raynor and Myles (2016) OR (Marshall, Raynor and Myles, 2016)</p> <p>On subsequent use: Marshall et al. (2016) OR (Marshall et al. 2016)</p>	<p>Marshall, J., Raynor, M. D., & Myles, M. F. (2016). <i>Myles textbook for midwives</i>. (16th ed.) Retrieved from: http://ebookcentral.proquest.com/lib/napier/detail.action?docID=1724272</p>

In text	In Reference list
Cochrane Review	
<p>Roberts, Roberts, Jones and Bisson (2016) OR (Roberts, Roberts, Jones and Bisson, 2016)</p> <p>On subsequent use: Roberts et al. (2016) OR (Roberts et al. 2016)</p>	<p>Roberts, N. P., Roberts, P. A., Jones, N., & Bisson, J. I. (2016). Psychological therapies for post-traumatic stress disorder and comorbid substance use disorder. <i>Cochrane Database of Systematic Reviews</i>. doi: 10.1002/14651858.CD010204.pub2</p>
Conference Proceedings	
<p>Gentleman, Ross, Perry, King and Head (2015) OR (Gentleman, Ross, Perry, King and Head, 2015)</p> <p>On subsequent use: Gentleman et al. (2016) OR (Gentleman et al. 2016)</p>	<p>Gentleman, M., Ross, J., Perry, P., King, L., & Head, K. S. (2015). <i>Utilisation of the senses framework to underpin the role of the personal development tutor (PDT) in undergraduate nursing programmes</i>. In ENTER Conference, 12-13 November 2015, Queen Margaret University, Edinburgh.</p>

Dissertation	
<p>Charlton (2013) OR (Charlton, 2013)</p>	<p>Charlton, J. (2013). <i>A pilot study to evaluate a self-management algorithm for people with Type 1 diabetes participating in moderate intensity exercise in laboratory and real-life environments</i>. (MSc thesis). Edinburgh: Edinburgh Napier University. Retrieved from: http://researchrepository.napier.ac.uk/6026</p>
Government and NHS	
<p>Scottish Government (2014) OR (Scottish Government, 2014)</p>	<p>Scottish Government. (2014). <i>National guidance for child protection in Scotland</i>. Edinburgh: Scottish Government. Retrieved from: http://www.gov.scot/Publications/2014/05/3052/0</p>
<p>Healthcare Improvement Scotland (HIS) (2015) OR (Healthcare Improvement Scotland (HIS), 2015)</p> <p>On subsequent use: HIS (2015) OR (HIS, 2015)</p>	<p>Healthcare Improvement Scotland. (2015). <i>Care of older people in hospital: Standards</i>. Edinburgh: HIS. Retrieved from: http://www.healthcareimprovementscotland.org/our_work/person-centred_care/resources/opah_standards.aspx</p>

Guidelines	
<p>Scottish Intercollegiate Guidelines Network (SIGN) (2016) OR (Scottish Intercollegiate Guidelines Network (SIGN), 2016)</p> <p>On subsequent use: SIGN (2016) OR (SIGN, 2016)</p> <p>National Institute for Health and Care Excellence (NICE) (2016) OR (National Institute for Health and Care Excellence (NICE), 2016)</p> <p>On subsequent use: NICE (2016) OR (NICE, 2016)</p>	<p>Scottish Intercollegiate Guidelines Network. (2016). <i>Acute coronary syndrome</i>. Edinburgh: SIGN. [SIGN Guideline: 148]. Retrieved from: http://sign.ac.uk/guidelines/fulltext/148/</p> <p>National Institute for Health and Care Excellence. (2016). <i>Epilepsies: Diagnosis and management</i>. London: NICE [NICE guidelines CG137]. Retrieved from: https://www.nice.org.uk/guidance/cg137</p>

Journal	
<p>Stenhouse, Ion, Roxburgh, Devitt and Smith (2016) OR (Stenhouse, Ion, Roxburgh, Devitt and Smith, 2016)</p> <p>On subsequent use: Stenhouse et al. (2016) OR (Stenhouse et al. 2016)</p>	<p>Stenhouse, R., Ion, R., Roxburgh, M., Devitt, P. F., & Smith, S. D. M. (2016). Exploring the compassion deficit debate. <i>Nurse Education Today</i>, 39, 12-15. doi:10.1016/j.nedt.2016.01.019</p>
<p>Paterson et al. (2016) OR (Paterson et al., 2016)</p>	<p>Paterson, R. E., Redman, S. G., Unwin, R., McElhinney, E., Macphee, M. & Downer, F. (2015). Non-medical prescribing assessment: An evaluation of a nationally agreed multi method approach. <i>Nurse Education in Practice</i>, 16(1), 280-286 doi:10.1016/j.nepr.2015.10.008</p>
Legislation	
<p>Carers (Scotland) Act (2016) OR (Carers (Scotland) Act, 2016)</p>	<p><i>Carers (Scotland) Act 2016</i>. Edinburgh: TSO. Retrieved from: http://www.legislation.gov.uk/asp/2016/9/pdfs/asp_20160009_en.pdf</p>

Moodle and Lecture materials	
<p>Irvine (2015) OR (Irvine, 2015)</p>	<p>Irvine, S. (2015). <i>ABCDE of health assessment and behaviour change</i>. Online course materials [Healthy Lives NMS08101]. Edinburgh: Edinburgh Napier University. School of Health and Social Care. Retrieved from: http://moodle.napier.ac.uk</p>
Newspaper	
<p>Buchan (2015) OR (Buchan, 2015)</p>	<p>Buchan, L. (2015, 2 November). Over two thirds of Scottish nurses are overweight or obese. <i>The Scotsman</i>. Retrieved from: http://www.scotsman.com/news/health/over-two-thirds-of-scottish-nurses-overweight-or-obese-1-3935251</p>
Secondary Source	
<p>Barker (2009) as cited in Brooker and Waugh (2013) OR (Barker, 2009, as cited in Brooker and Waugh, 2013)</p>	<p>Barker, P. (2009). Psychiatric and mental health nursing. Cited in C. Brooker & A. Waugh (Eds.) (2013). <i>Foundations of nursing practice: Fundamentals of holistic care</i>. (2nd ed., p. 307). Edinburgh: Mosby Elsevier.</p>

The rule of five authors (book or journal)	
<p>Ball, Karatzias, Mahoney, Ferguson and Pate (2013) OR (Ball, Karatzias, Mahoney, Ferguson and Pate, 2013)</p> <p>On subsequent use: Ball et al. (2013) OR (Ball et al., 2013)</p>	<p>Ball, S., Karatzias, T., Mahoney, A., Ferguson, S., & Pate, K. (2013). Interpersonal trauma in female offenders: A new, brief, psycho-educational intervention in a community based setting. <i>Forensic psychology and psychiatry</i>, 24(6), 795-802. doi:10.1080/14789949.2013.852233</p>
Video	
<p>Scottish Government (2015) OR (Scottish Government, 2015)</p>	<p>Scottish Government (Producer). (2015). <i>Creating a healthier Scotland: What matters to you</i>. Retrieved from: https://www.youtube.com/watch?v=VZN0I26wHEA</p>
Website	
<p>Scottish Consortium for Learning Disability (SCLD) (2015) OR (Scottish Consortium for Learning Disability (SCLD), 2015)</p> <p>On subsequent use: SCLD (2015) OR (SCLD, 2015)</p>	<p>Scottish Consortium for Learning Disability. (2015). <i>Learning disability statistics Scotland, 2014</i>. Glasgow: SCLD. Retrieved from: http://www.sclد.org.uk/wp-content/uploads/2015/08/Learning-Disability-Statistics-Scotland-2014-report.pdf</p>

3. Basic Rules

In Text (citation)

1. **Surname(s)** should be followed by **year**.
2. **Book page numbers** – include only when there is a direct quote. Do not overuse quotes.
3. Citing **multiple sources at the end of a sentence** – list them in **alphabetical order, not by date**, separated by a semi-colon.
4. **Six authors or more** – use **first** surname followed by **et al**.
5. **Authors with multiple papers in one year** are cited **(a)** then **(b)** then **(c)** after their name. e.g.
Lyon, D. M. (2013a, 2013b).

Reference List

1. The reference list should be presented in **alphabetical order**.
2. Offer a style of presentation that is **consistent** throughout.
3. Italics are used for **book titles, journal titles and journal volume**.
4. **Acknowledge** sources which have been used. Avoid plagiarism.
5. **All authors** should be listed. **et al** should **not appear** in the reference list. **secondary sources** to a minimum.

4. References Lists

A reference list contains the details of all of the books, journal articles, videos, websites etc. that you have cited (referred to) in your piece of work. It is there to allow readers to follow your chain of argument and information and to check the veracity of what you say, as well as to acknowledge the work of those you have referred to and to avoid plagiarism.

Example of a reference list:

Cruickshank, S., & Campbell, K. (2011). The patient with cancer. In C. Brooker & M. Nicol (Eds.), *Alexander's nursing practice*. (4th ed., pp. 789-823). Edinburgh: Churchill Livingstone.

Hall, C. (2013). *What is nursing: Exploring theory and practice*. (3rd ed.) London: Learning Matters.

Marshall, J., Raynor, M. D., & Myles, M. F. (2016). *Myles textbook for midwives*. (16th ed.) Retrieved from: <http://ebookcentral.proquest.com/lib/napier/detail.action?docID=1724272>

National Institute for Health and Care Excellence. (2016). *Epilepsies: Diagnosis and management*. London: NICE [NICE guidelines CG137]. Retrieved from: <https://www.nice.org.uk/guidance/cg137>

Public Bodies (Joint Working) (Scotland) Act 2014. Edinburgh: TSO. Retrieved from: http://www.legislation.gov.uk/asp/2014/9/pdfs/asp_20140009_en.pdf

Roberts, N. P., Roberts, P. A., Jones, N., & Bisson, J. I. (2016). Psychological therapies for post-traumatic stress disorder and comorbid substance use disorder. *Cochrane Database of Systematic Reviews*. doi: 10.1002/14651858.CD010204.pub2

Scottish Government. (2014). *National guidance for child protection in Scotland*. Edinburgh: Scottish Government. Retrieved from: <http://www.gov.scot/Publications/2014/05/3052/0>

Scottish Intercollegiate Guidelines Network. (2016). *Acute coronary syndrome*. Edinburgh: SIGN. [SIGN Guideline: 148]. Retrieved from: <http://sign.ac.uk/guidelines/fulltext/148>

Stenhouse, R., Ion, R., Roxburgh, M., Devitt, P. F., & Smith, S. D. M. (2016). Exploring the compassion deficit debate. *Nurse Education Today*, 39, 12-15. doi:10.1016/j.nedt.2016.01.019

Waugh, A., Grant, A., & Chambers, G. (2014). *Ross and Wilson anatomy & physiology in health and illness*. (12th ed.) Edinburgh: Elsevier.

5. Avoiding Plagiarism

Key websites and documentation:

[‘Be wise don’t plagiarise’](#)

[Using and Misusing Sources in Academic Writing](#)

[Student Conduct & Fitness to Practice Regulations](#)

[Guidance on Professional Conduct: For Nursing and Midwifery Students.](#)

Academic Conduct Officers:

Feel free to speak to your tutors and to the School of Health and Social Care Academic Conduct Officers.

What is plagiarism?

Plagiarism at Edinburgh Napier is defined as the

‘Unacknowledged incorporation in a student’s work either in an examination or assessment of material derived from the work (published or unpublished) of another.’

This means that you may not use work from others and call it your own, whether in written work or in other formats such as music, audio and video.

- **Why is plagiarism a serious offence?**

Plagiarism is considered a serious offence by the University and breaches the [University’s Academic Conduct Regulations](#). For a fuller understanding visit the link provided.

For the Nursing and midwifery professions, including all disciplines registered with the Nursing Midwifery Council (NMC), plagiarism is considered a serious offence and breach of Good Character. The NMC have provided guidance in the form of a booklet called [Guidance on Professional Conduct: For Nursing and Midwifery Students.](#)

- **How would I avoid plagiarism by using my own notes?**

Whilst reading books, journals, and reviewing web sites it is good to summarise the content by writing your own words in the form of notes. This will minimise the chance of writing in the words of the author.

- **When can I use quotations?**

Quotations can be used to present a key statement, but should be kept to a minimum in an essay or report. All quotations have to be in quotation marks and the author date and page number has to be given (see referencing above for examples).

- **Do I always need to put in a citation when I paraphrase other people's work?**

Yes, as this informs the reader that your essay is supported by the opinions of the author.

- **Will I be accused of plagiarism if I'm reporting something that is common knowledge but don't provide a citation?**

This would not be considered as plagiarism unless the text was a word for word account of another authors' work. However, to ensure that your essay/reports are evidence based you will have to have considered evidence from other authors to formulate your argument or discussion. Therefore, you are required to support with citations in your assignments.

- **What is collusion?**

Collusion is a type of plagiarism and describes various citations where one or more students will copy words or ideas from one or more students. Collusion normally happens when

- a student copies word for word from another student
- When ideas are copied rather than words

In this situation all students involved would be under investigation by academic conduct officers.

- **How do I make sure that I don't get accused of copying other students' work?**

Top tip: Never show your assignment to another student. And never take a draft of another students' work.

- **What happens if I am suspected of plagiarism?**

You will receive a letter inviting you to attend a meeting where there will be one or more academic conduct officers and the module leader from the course.

“A student shall be entitled to be accompanied by a person who can provide support and guidance to the student concerned at investigation meetings or hearings. That person may not be present either as a legal or trade union representative and must be a member of the Edinburgh Napier University „community“, i.e. a member of University staff, an office bearer or member of staff of Napier Students “ Association or another student. Any accompanying person “ must not have been involved in the incident under investigation. Where can I find out more about how the University handles cases of suspected plagiarism?”

- **Where can I find out more about how the University handles cases of suspected plagiarism?**

More detailed information can be found [here](#) and on the programme webpages.

Work your way through some [Plagiarism Tutorials](#) to make sure you have an understanding of the complex issues surrounding cases of plagiarism.

6. Using Turnitin

- **What is an acceptable percentage of matching text?**

The overall percentage is an accumulation of all the individual percentage matches, regardless of whether they are inconsequential or substantial matches. So there is not really an acceptable percentage as such, because this value can be arrived at in different ways. For instance, numerous small matches can result in a large overall percentage which is relatively unimportant, but a small overall percentage may be the result of one or two copied paragraphs and this is more significant. Therefore you should examine all the matches and understand why Turnitin has highlighted them. It is possible to reduce the overall percentage by excluding quoted text, small matches and the reference list.

- **Why does my text match sources that I have not used?**

Turnitin does not identify the exact source of text that you have used. It simply highlights that there is matching text and lists all the sources using that text. There are usually multiple sources because websites replicate information from other websites, or an author of a piece of work will often use quotations from journals and websites and so these will all be listed as matching sources.

- **What if my text matches my classmates work?**

It is very likely that for a class assignment, some of your text will match text from other students submitting the same assignment. This will happen if you are including a departmental cover-sheet, repeating the assignment title, or using a similar reference list. Significant matches will occur in assignments using established phrases or terminology, or where assignments require the inclusion of extracts of text being discussed.

- **What if my reference list / bibliography is matching other sources?**

It is highly likely that other authors writing about the same topic will use similar references to support their work. So your references will normally match other sources, but the manner of the match is important. They will be different matches, so they will be in different colours. If they are all in the same colour, it usually means that you have copied your references too.

- **How can I use quotations without matching other sources?**

If the quotation has been used elsewhere or the original source is on the Turnitin database, then it will show up as a match. This is not a problem, as long as you have presented it as a quote, and cited it correctly. Alternatively, you can set Turnitin to exclude quotes from text matching, and this will remove the match.

- **How significant are matches that are just a few common words?**

If a sentence contains several words in common with a source, then Turnitin will show the match. Often these are coincidence where a source has used the same common words. Sometimes these include commonly used but important words in your subject, so you don't need to reference them. You can set Turnitin to exclude small matches. Turnitin lets you specify how many words can match and still be ignored, up to a limit.

- **What should I do if I have sentences or paragraphs of matching text?**

The best option is to remove the quote, and write the information in your own words. This is preferable to a quote, because it shows the marker that you understand the point being made. If you want to keep the author's original words, then ensure that you have presented the matching text as a quote and cited your source. This may still show up as a match (depending on the specific Turnitin settings that are in place) but it is not a problem if it is correctly presented and cited.

7. Referencing Ground Rules: Marking Information for Students

The 'ground rules' below explain the approach to marking citations and references within assessed work and seek to reassure students on how minor errors will be treated.

Please always refer to the guidelines applicable to the specific module for detailed advice on requirements, and do speak to the module leader if you are unclear about what you need to do.

Marking Ground Rules for Referencing

Unless specifically stated in the module assessment brief, you would not expect marks to be deducted for:

1. Using quotations. However, if you use too many quotations, the marker may not have the evidence they need to determine that you have sufficiently understood the topic and marks may be deducted as a result of that.
2. Writing about what is 'common knowledge' without including citations. As a general rule, a fact can be said to be 'common knowledge' when:
 - it is widely accessible, e.g. the population of Scotland, which you would be able to find easily from numerous sources;
 - it is likely to be known by a lot of people;
 - it can be found in a general reference resource, such as a dictionary or encyclopaedia.
3. Using minor variations in punctuation and formatting in your citations and references.
4. Using '*et al*' for two or more authors (rather than for 6 or more authors that it should be used for).
5. Occasional instances of poor spelling and grammar. However, please check the assessment brief for details of assessment requirements as correct spelling and use of grammar is vital in some subjects. Your module leader can also

advise. (Note: support for learners in relation to spelling, grammar etc. is available from Faculties and Student and Academic Services.)