



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECSO4003: Academic Study Skills

Referencing and Plagiarism 2023

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Have you ever had anything stolen?

- Mobile Phone?
- Money?
- Identity?

- What about authorship?
- What about intellectual property?

Authorship Versus Intellectual Property

- What is authorship?

'refers to the production and ownership of ideas and intellectual material, such as books, articles, images, etc.'

(University of Essex, 2014, p. 4)

- What is intellectual property?

'Intellectual Property (IP) may broadly be defined as know-how, or knowledge and its application etc.'

(UWTSD, n.d., p. 4)

Plagiarism

- Plagiarism is passing off, or attempting to pass off, another's work as your own.
- It includes copying the words, ideas, images or research results of another without acknowledgement, whether those words etc. are published or unpublished.
- It is plagiarism, for example, to copy the work of another student, or a member of staff or a published article without crediting the author (UWTSD, 2017, p. 16).

What is Plagiarism?

- 'Respecting authorship through good academic practice is one of the key values of higher education in the UK.'
- A term used to describe the misuse of authorship.
- A serious academic offence and is treated as such by the University of Wales Trinity Saint David.
- If a student allows their own work to be copied they have also committed plagiarism (University of Essex, 2014, p. 2).

Why do students plagiarise?

- Being unclear about what plagiarism is
- Poor time management skills
- Ineffective method of note-taking
 - e.g. not always recording the source of information
- Feeling under extreme pressure to pass or succeed
- Having different cultural values / practising different academic conventions
- Believing that it will not be detected
- Knowing that the syllabus has stayed the same each year
 - e.g. having access to work from previous students
- Lack of academic confidence
- Being conditioned from secondary schooling

(University of Essex, 2014, p. 7).

What is 'Proper' Acknowledgement?

- Paraphrase using your own words
- When using the work of others you should either:
- Quote directly using quotation marks, or paraphrase
- Whichever method you choose, you must always include:
 - A citation i.e. a short, in-text reference such as (Andrews, 2008, p. 22)
- A full Reference List at the end of your work

What happens if you Commit Plagiarism?

- 'Plagiarism by students in coursework, other forms of continuous assessment, examinations, dissertations or theses will be dealt with according to the Unfair Practice Procedure and regulations.
- The same regulations apply to any other form of unfair practice.
- These regulations can be found in Chapter 13 of the AQH.
- The University applies a range of penalties, varying in severity, where unfair practice is confirmed' (UWTSD, 2019, p. 17).

How do we spot Plagiarism?

- When you submit your assessments, you submit them to a program called 'Turnitin'.
- This is where we screen your work for plagiarism
- This is also where you will receive your mark and your feedback.
- Let's have a look at some examples:

Originality

GradeMark

PeerMark

turnitin

47%

SIMILAR

39

OUT OF 100

How does the concept of 'additional needs' support good practice for inclusion?
Discuss with reference to at least one additional need, making reference to policy
and case study evidence.

Within the UK, a lot of people tend to have more 'needs' than the average person. According to the Department of Education, one in five children within the UK have been diagnosed with special educational needs. Also, some 20.6 per cent of pupils in England are classed as suffering with behavioural problems, communication difficulties, learning disabilities and autism in the current academic year, official figures show (Western Telegraph 2015). Also, the Telegraph go on to say that, Nearly one in four state school boys is classed as having special educational needs, almost double the number of girls, statistics show. As a child, having special educational needs can affect them in a number of ways, such as:

- behaviour or ability to socialise, e.g. not being able to make friends.
- reading and writing, e.g. they could have dyslexia.
- concentration levels, e.g. they have Attention Deficit Disorder.
- Physical needs or impairments.

If you are worried that your child may have a special need then contact the SEN co.

(Turnitin, 2015)

Match Overview

Internet source	2%
8 Submitted to Leyton Si... Student paper	2%
9 www.cedar-foundation... Internet source	2%
10 www.kuam.com Internet source	1%
11 www.solutions4schools... Internet source	1%
12 Submitted to Bradford...	10%

Originality

GradeMark

PeerMark

SJSI6020 1200199 Assessment 2

turnitin

10%
SIMILAR75
OUT OF 100

emotional support from either professionals, family or friends they are at increased risk of suffering from depression (Warner-Schaie and Willis, 1991, p.486). Blazer, George and Landerman (1986, *cited in* Warner-Schaie and Willis, 1991, p.486) raise awareness of the prominent symptoms of depression on elderly individuals such as;

painful sadness, generalized lack of interest in life, general inactivity, pervasive pessimism that manifests itself as low self-esteem and a gloomy evaluation of one's present and future situation, difficulty in making decisions, dreams of being lost and lonely in isolated, frightened, desolate places and crying out for help with no one responding (Blazer, George and Landerman, 1986, *cited in* Warner-Schaie and Willis, 1991, p.486).

Warner-Schaie and Willis (1991, p.486) additionally consider the physical symptoms of depression on elderly individuals such as 'loss of appetite, severe fatigue, sleep disturbances, changes in bowel habits (constipation and diarrhoea)'. Therefore, the physical and mental impacts on an elderly individuals health when they are suffering from depression can have substantial effects on their ability to engage in social interaction with their peers and others as Warheit (1979, *cited in* Warner-Schaie, 1991, p.490) states;

Match Overview

2	www.nottingham.ac.uk Internet source	1%
3	Susan Gee. "HAPPILY..." Publication	1%
4	Jacob Lomranz. "Nursi..." Publication	1%
5	gesd.free.fr Internet source	1%
6	Submitted to 2387 Student paper	1%

(Turnitin, 2015)

Avoiding Plagiarism

- Where would you find out where to reference these?
 - Library Harvard Referencing Guide
 - Cite Them Right
- Sources of information:
 - Books
 - Journals
 - Government publications
 - The internet
 - E-mails
 - Reports (e.g. United Nations, Welsh Government, National Institute for Clinical Excellence)
 - T.V. programs, songs, poems, social media content to a limited amount

Avoiding Plagiarism

- Whilst preparing for an assignment
- It is important that your notes tell you;
 - Who said this?
 - What are they saying?
 - Where have they said it?

Avoiding Plagiarism

- Always reference your work
- Remember to reference everything you have used in your work
- Use ORIGINAL ideas and your own words
- Use Turnitin to check your draft version

Referencing Examples

- Book
- Journal
- Chapter in Book
- Website



Quotations

- A repeat or copy of words from text or speech written or spoken by another person
- Used to emphasize a point
- It must be relevant to the subject
- Is an effective way to introduce a subject or to close an essay
- They can often be used to close a paragraph
- Do not use too many
- They should not be used because you are unable to summarise the author's words
- Quotations should be in single quotation marks- be consistent
 - Quotation marks
 - ' '
 - Speech marks
 - " "

Quoting Authors in the Text

- Quotes need to be accurate
- They need to be accurately referenced in the text
- They need to be fully referenced at the end of the assignment
- MUST be in 'quotation marks' (if less than 2 lines long)
- In the original language

Quoting Authors in the Text (direct quote)

- Examples
- 'You will no doubt be aware that plagiarism is a hot topic of discussion in higher education' (Neville, 2007, p. 27).
- Neville (2007, p. 27) believes that 'plagiarism is a hot topic of discussion in higher education'.

Quoting authors in the text (indirect quote)

- Plagiarism in higher education has been debated at length (Neville, 2007).
- According to Neville (2007) plagiarism in higher education has been debated at length.

Quoting More than One Author

- 2 authors from 'different' texts
 - Cottrell (2003) and Freeman(1991) suggest that success at Higher Education is more than about being clever.
- 2 authors from the 'same' text:
 - Davies and Evans (2008) suggest that.....

More than 2 Authors

- Write in full for the first quotation and then use first author plus *et al.*
 - This denotes there are other authors who wrote this text.
- First time:
 - David, Evans and Griffiths (2003) suggest that.....
- Thereafter:
 - David *et al.* (2003) suggest . . .

Longer Quotes: More than 2 Lines

- Longer quotations should be entered as a separate paragraph
- Indent 1cm
- Quotation marks are not required but an end reference is required

TOO MANY LONG QUOTATIONS SHOULD BE AVOIDED

How to Format Indented Long Quotes

There has been a focus on issues such as socio-economic status and the associated variables.

This chapter examines the evidence for health inequalities in some detail as well as to establish the universal nature of the phenomenon. . . . [This is followed by more detailed examination of less developed countries, with particular emphasis on the countries which achieve good health status indicators despite low GNPs and those that have relatively poor health status indicators despite relatively high GNPs. Airborne communicable diseases such as measles and whooping cough occur more frequently in poor children. Whooping cough is spread by droplet infection and the chances of infection in early infancy, associated with increased severity, are enhanced by overcrowding and inadequate housing (Spencer, 2000, p. 33).

Such childhood illness are evidence that

Giving Ideas in your Own Words or Paraphrasing

- Jones (1999, p. 34) argues that 'child poverty is a central concern of UK Policy'
- thus poverty is one of the key targets for the UK government (Jones, 1999).

Paraphrasing but NOT Directly Quoting

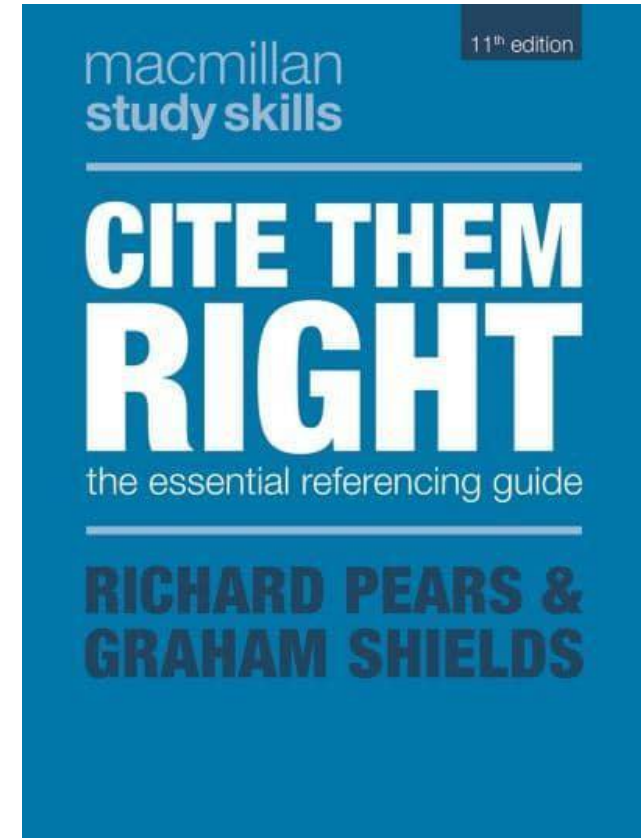
- Jones (2014)
 - suggests that....
 - refers to
 - offers a different narrative...
 - hypothesizes that
 - states that
 - argues that
 - formulates
 - supports
- Research indicates that..
- Work suggests that...
- Many Researchers argue that...
- (Jones, 2014).

Referencing

- Show the source of the ideas
- Do not try and pass the ideas off as your own
- If you are not sure , check
- If you can not reference it, do not use it

Use Cite them Right!

- Correct Referencing
- When you refer to other people's opinions and other people's work, you must acknowledge this and reference it.



Why Reference?

- Shows your research
- Supports your argument – and shows it is not just what you think
- It is a serious academic crime to 'steal' other people's work!

Points to Remember

- Keep track of your sources when note taking
- Use quotation marks for in text quotes
- Use indented paragraphs for longer quotations
- Don't forget page numbers
- Ask for help if you are unsure
- Use plagiarism detection software/Turnitin to check your work

Referencing in Practice: Recap

- Why is referencing important?



Referencing in Practice: Recap

- A Reference is:
 - An Acknowledgement that you have referred to (cited) information from published sources in your own work
 - In other words, it is recognition that you have 'BORROWED' other people's work, ideas or opinions.

Referencing in Practice: Recap

- We reference to:
 - Show the range of sources you have used
 - To provide evidence to support your own argument or to give examples, making your own work more credible.
 - To help the reader to trace the sources you have used
 - To help you retrace sources used in the past
 - To help markers to examine the validity of sources they may not be familiar with.

Referencing in Practice: Recap

- When do we reference?
 - A particular theory, argument or viewpoint
 - Statistics, examples, case studies
 - “Direct Quotations” – (Writers exact words)
 - Paraphrasing

Referencing in Practice: Recap

- When do we NOT reference?
 - Common Knowledge
 - For example:
 - There are four seasons in the year
 - There are 365 days in a year

Referencing in Practice: How to Reference?



There are various systems for referencing;

The **Harvard Referencing System** is what UWTSD use



The **Harvard Referencing System** requires
TWO things within your work for every source
used:

Brief details within the main body of the submission (Citation)
Full Details in the reference list at the end of the submission
(Reference List)

Referencing in Practice: When do we cite?

- We 'Cite when we write!'



Referencing in Practice: How to provide a citation

- Your citation will come at the beginning or end of a sentence
 - This is so the reader can tell which source the information has been taken from.
- There are many ways to provide a citation
 - This depends on how many words/ lines you are going to take from the information.
 - It also depends on how you want to write the information

Referencing in Practice: How to provide a citation

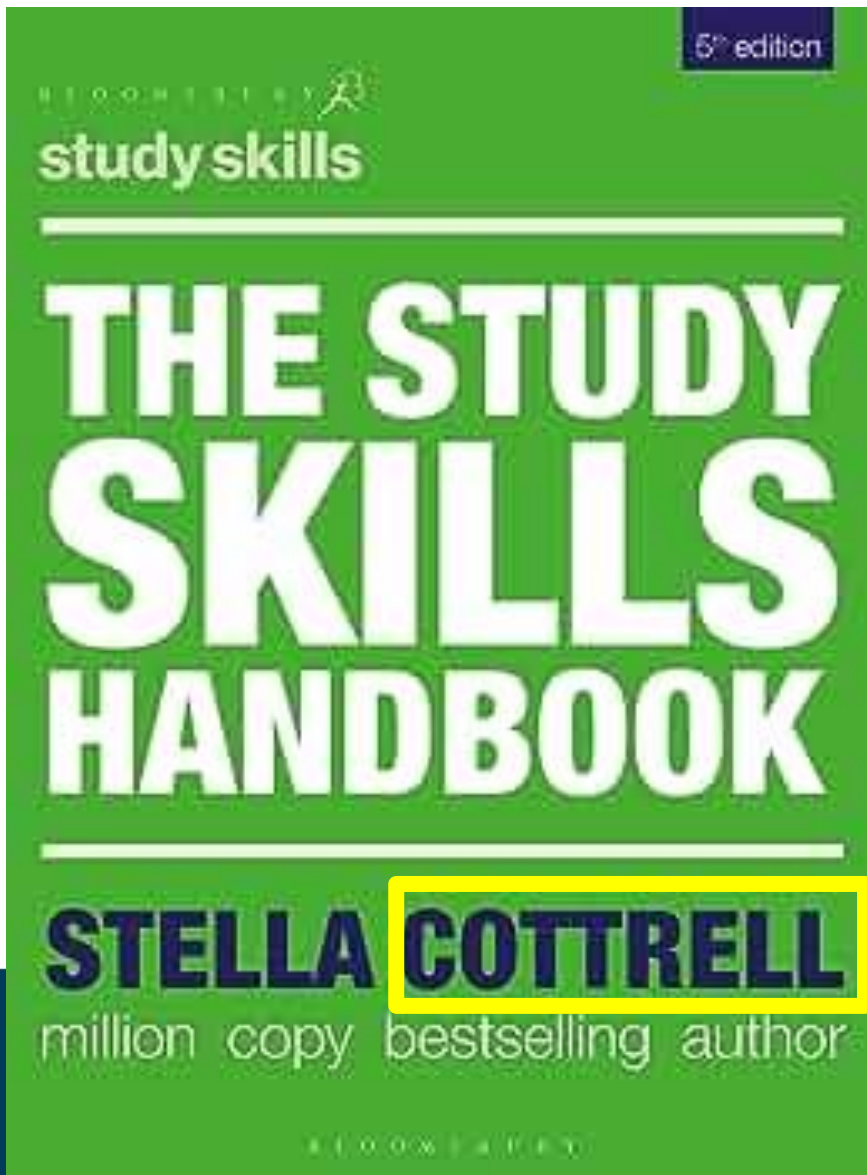
To provide a citation, you need at least two things:

- Author's surname
- Year of publication

Providing a citation for a "*Direct Quote*", three things:

- Author's surname
- Year of publication
- Page Number (If applicable)

Referencing in Practice: Direct Quote



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These can Sometimes
be difficult to find but
will always be there!

*d Bywydau
forming Lives*

Chapter 1

Success as a student

Take charge of your success

Learning outcomes

This chapter offers you opportunities to:

- ✓ gain an initial overview of how to achieve success in Higher Education
- ✓ understand what to expect and what characterises study in Higher Education
- ✓ clarify your own vision of success
- ✓ understand the study skills and attributes needed for higher level study
- ✓ consider your starting points and priorities for developing good study skills and habits
- ✓ set priorities for further developing your abilities.

A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

- ★ to study interesting subjects
- ★ to feel stretched intellectually
- ★ to explore new ideas
- ★ to engage in a wide range of new activities, not easily available elsewhere
- ★ to find out about yourself and how you rise to the challenge of academic study
- ★ to consider the kind of person that you want to be in the world
- ★ to make friends that can last for life.

Higher level study is different from that at previous levels. This chapter helps you to identify how and why this is the case, and what this might mean for

Making your success a reality

The more you engage with your course and actively hunt out the enjoyment in study and student life, the greater the likelihood that you will not only survive the experience, but thrive and excel, too.

This chapter helps you to understand what to expect, to consider what 'success' at this level of study means to you, and to decide how you will make the experience work for you.



A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

"The Experience of studying in Higher Education can be life changing" (Cottrell, 2019, p.9).

Cottrell (2019, p.3) suggests that "the experience of studying in Higher Education can be Life Changing".

Cottrell (2019, p.9) refers to the process of HE study as "*life changing*".

All Direct Quotes:

- Authors Surname
- Year of publication
- Page Number

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

What's all this racket about (Brackets)?

- Cottrell (2019, p.9) States that "The experience of studying in Higher Education can be life changing".
- "The experience of studying in Higher Education can be life changing" (Cottrell, 2019, p.9)

Always put in brackets
what you would not say
out loud!

Referencing in Practice: Paraphrasing

A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

Referencing in Practice: Paraphrasing

A transformational experience
The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

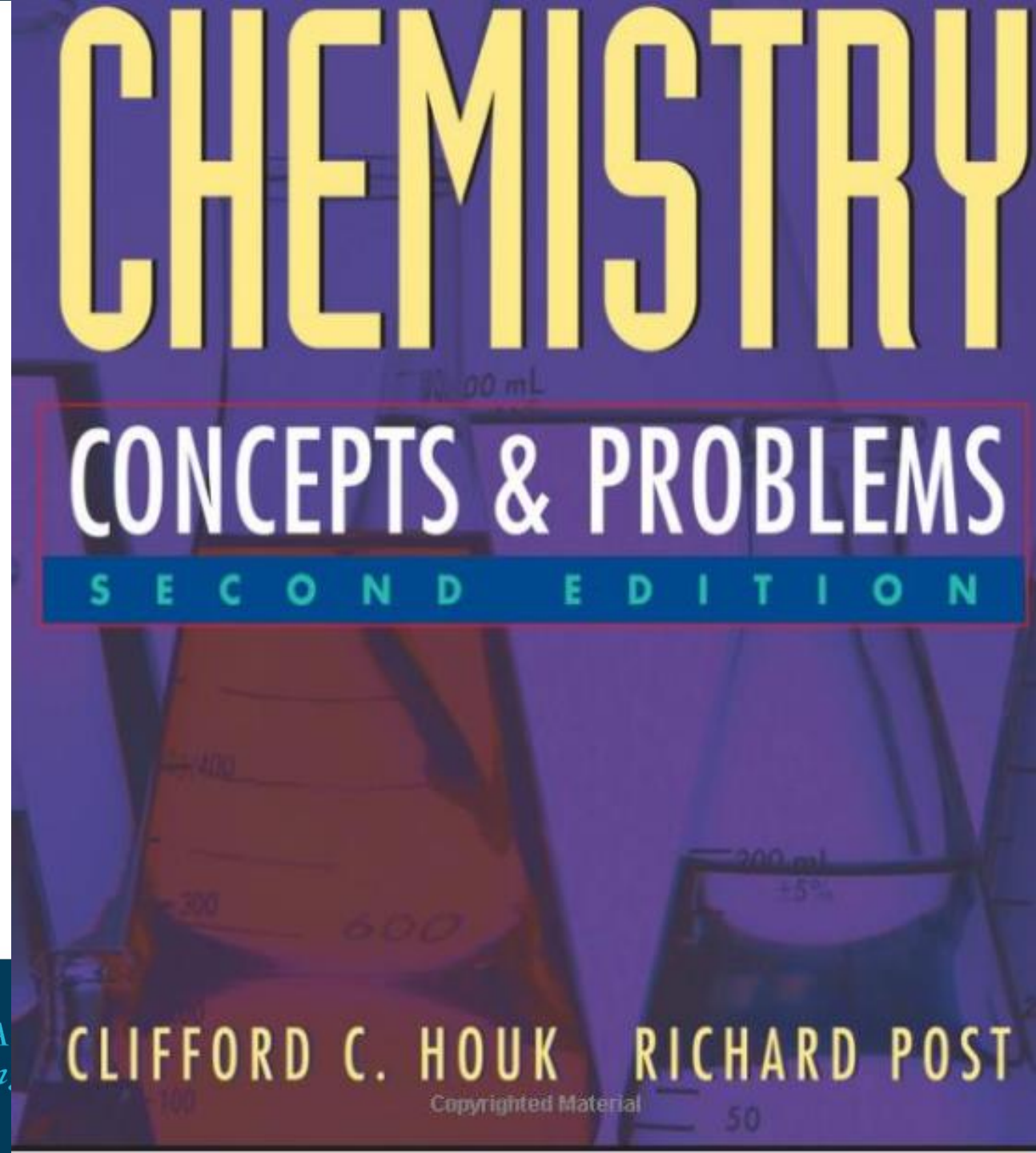
- Undertaking a course at university can have a profound impact upon a student's future (Cottrell, 2019)
- Cottrell (2019) suggests that many individuals lives can be transformed significantly by undertaking study in college or university.

There is no need for quotation marks or page numbers!



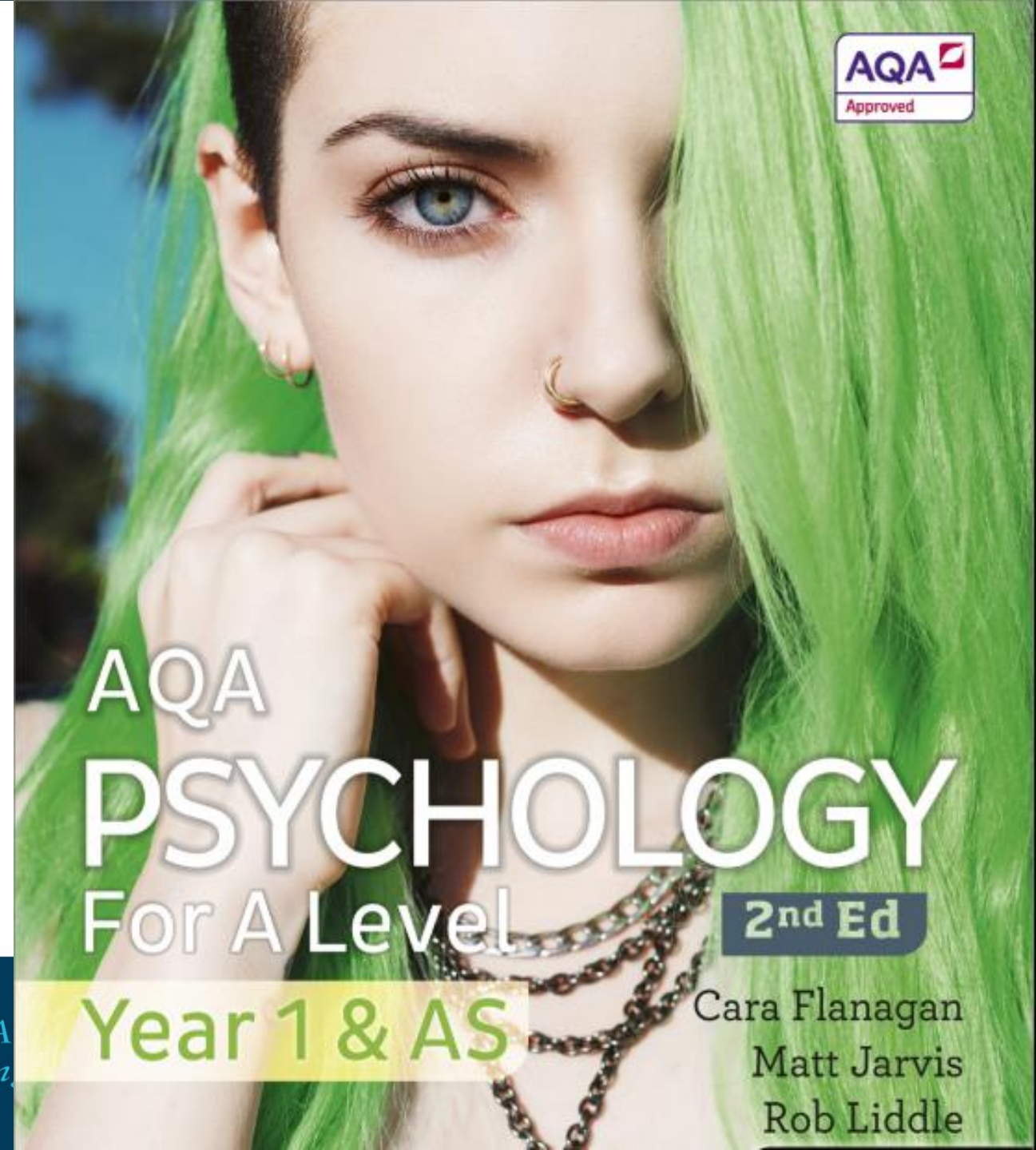
Citing in Practice: More than 1 Author:

- Two Authors:
 - Blah blah blah (Houk and Post, 1996)
 - Houk and Post (1996) argue that blah blah blah...



Citing in Practice: More than 1 Author:

- Three Authors:
 - Blah blah blah (Flannagan, Jarvis and Liddle, 2019)
 - Flanagan, Jarvis and Liddle (2019) argue that blah blah blah...



Citing in Practice: More than 1 Author:

- Four or More Authors:
 - Blah blah blah (Goode et al., 2001)
 - Goode et al. (2001) argue that blah blah blah...

TRANSNATIONAL COMMERCIAL LAW

International Instruments and Commentary

SECOND EDITION

ROY GOODE
HERBERT KRONKE
EWAN McKENDRICK
JEFFREY WOOL



OXFORD

Let's practice!

- In your chosen book:
 - Find the author
 - The year of publication
 - A page that has something interesting
- DIRECT QUOTE with a citation
- PARAPHRASE with a citation

What else can we Reference?

- Organisation:
 - Blah blah blah (Department of Health and Social Care, 2022)
 - The Department of Health and Social Care (2022) argue that blah blah blah...



Department of Health and Social Care

Annual Report and Accounts 2020-21

(For the period ended 31 March 2021)

Accounts presented to the House of Commons pursuant to Section 6(4) of the Government Resources and Accounts Act 2000

Secretary of State's annual report presented to Parliament pursuant to Section 247(D) of the National Health Service Act 2006

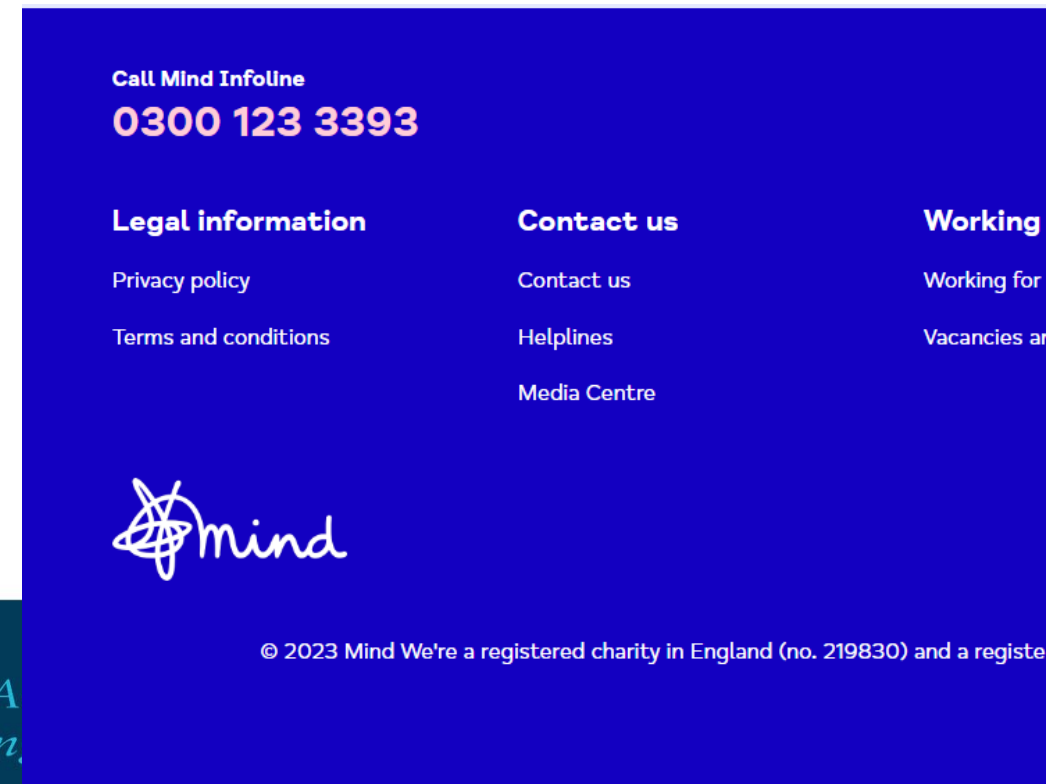
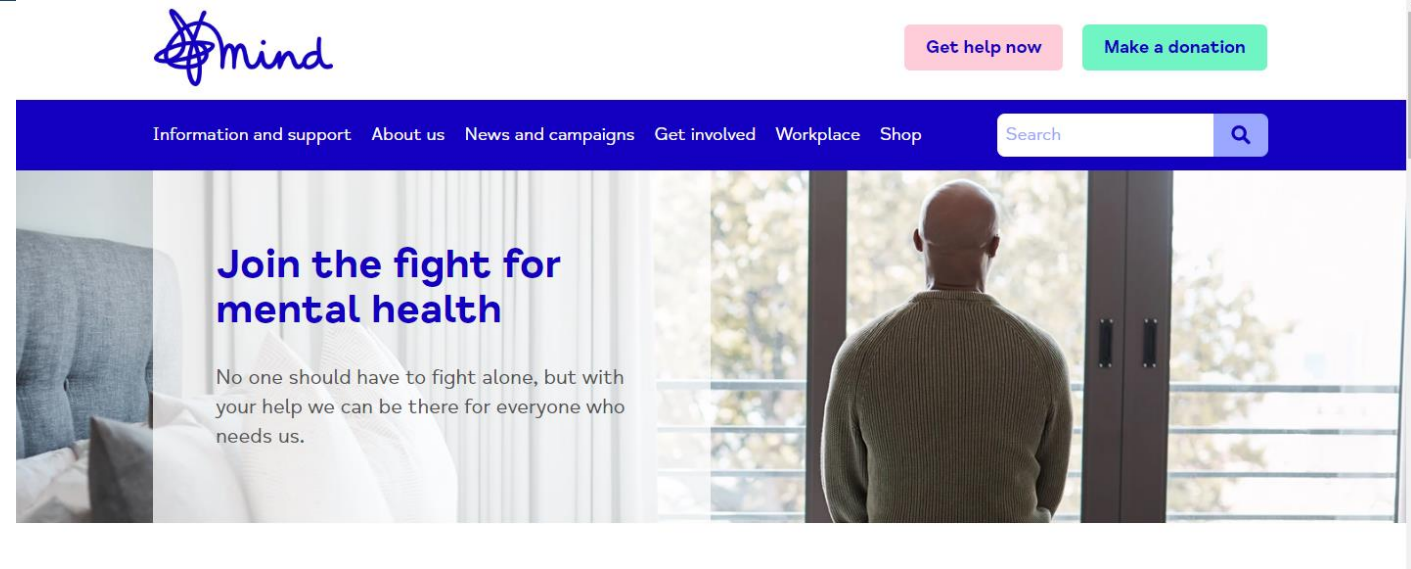
Annual Report presented to the House of Commons by Command of Her Majesty

Annual Report and Accounts presented to the House of Lords by Command of Her Majesty

Ordered by the House of Commons to be printed on 31 January 2022

What else can we Reference?

- Website:
 - Blah blah blah (Mind, 2023)
 - Mind (2023) Suggest blah blah blah...



Let's practice!

- Open your browser and find a charity website:
 - Find the author
 - The year of publication
- DIRECT QUOTE with a citation
- PARAPHRASE with a citation

Points to Remember

- There are at least TWO items you need for a citation
- 1. Authors Name
- 2. Year of Publication
- A THIRD item is needed for a "direct quote"
- 3. Page Number

Points to Remember

- There is always an author
 - This may be an Organisation
- There is always a year of publication
 - Some websites are continuously updates

When do we Cite...?

We Cite when we write!

References and/or Bibliography



References and/or Bibliography

- What is the difference?
- REFERENCE LIST
 - A single alphabetical list by author, of everything that you have 'made reference to' in your assignment.
 - This is a requirement for ALL university assignments.

References and/or Bibliography

- What is the difference?
- BIBLIOGRAPHY
 - A list of sources you have read, found interesting but not specifically mentioned in your assignment.
 - You may occasionally be asked for this

Referencing Different Sources

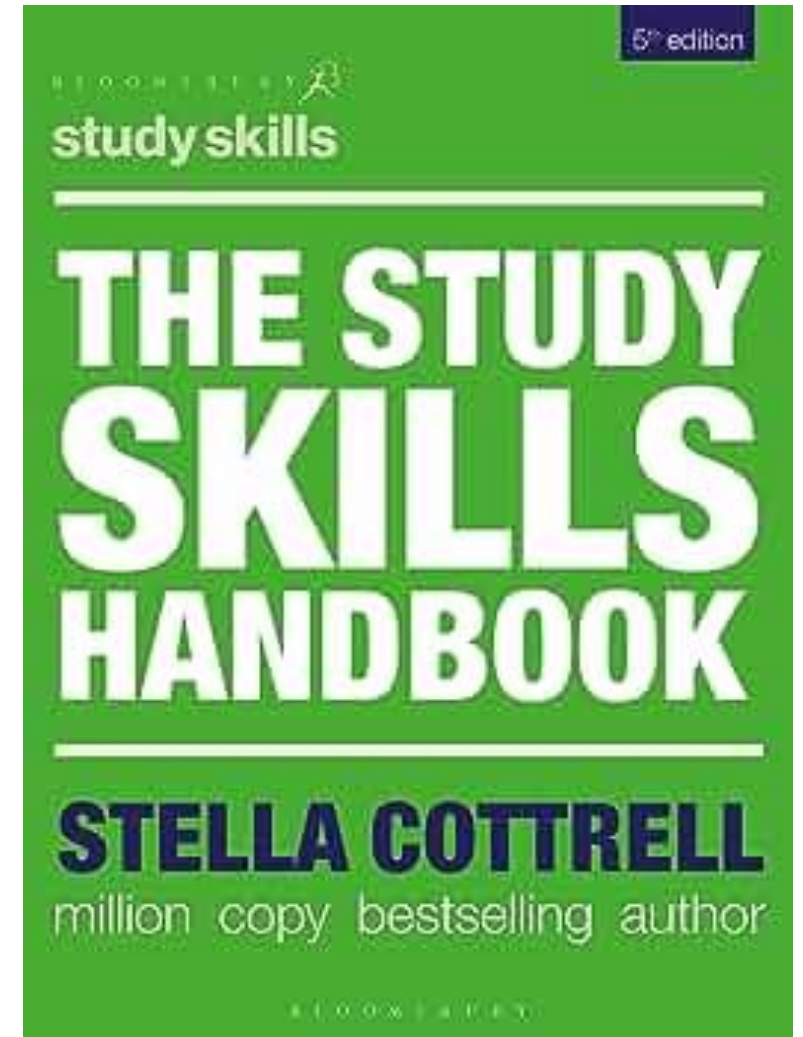
- Books
 - Journal Articles
 - Web Sources
 - Chapters within books
-
- They are all Referenced in Slightly Different Ways...
 - It is important to know the differences.

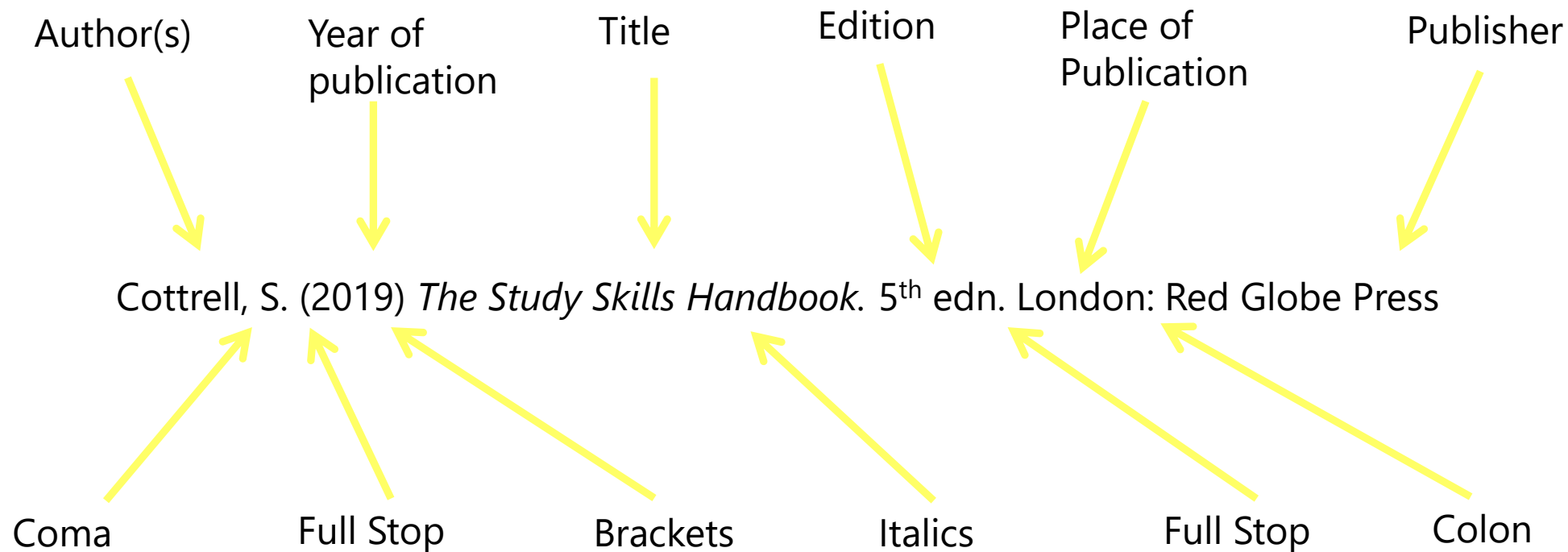
Harvard Referencing: Books

- Name of Author(s) –
 - Surname, comma, initial, full stop.
- Year of publication
 - In (brackets). If many editions/dates – use the most recent year
- Title of the book
 - Including any 'subheadings'
- Edition
 - If Relevant
- City of Publication
 - Always a city – NEVER a country
- Publisher
 - Usually detailed specifically inside first page following "published by..."

Referencing a Book

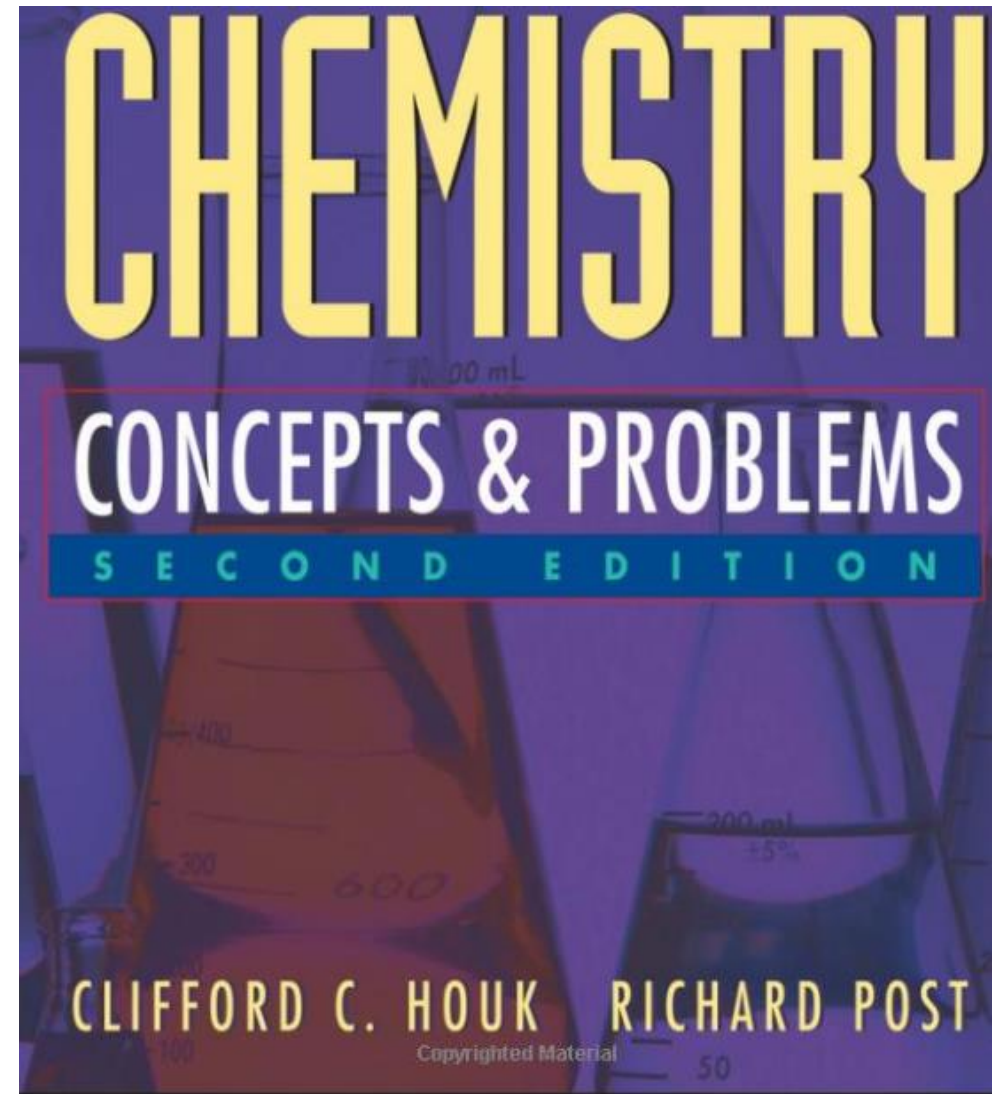
- Author(s) – Cottrell, S.
 - Year of Publication – (2019)
 - Title – The Study Skills Handbook
 - Edition (if not the first) – 5th edn.
 - Place of Publication – London
 - Publisher – Red Globe Press
-
- Cottrell, S. (2019) The Study Skills Handbook. 5th edn. London: Red Globe Press

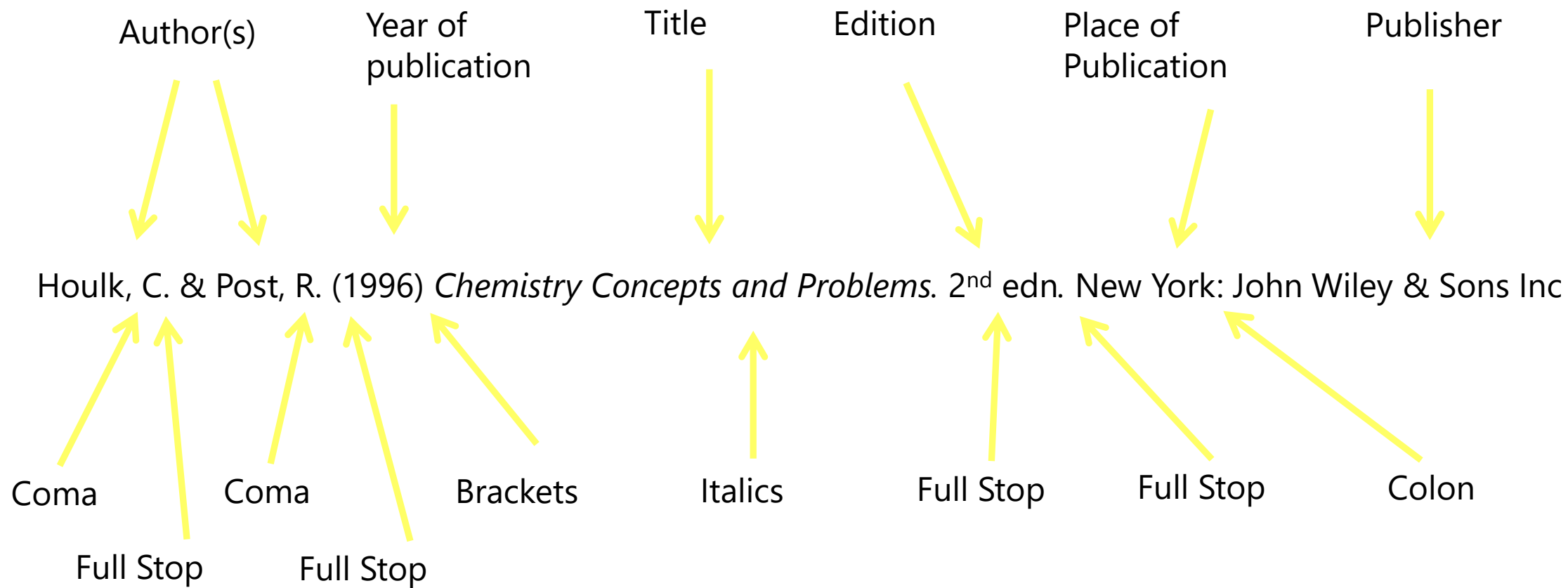




Referencing a Book with TWO Authors

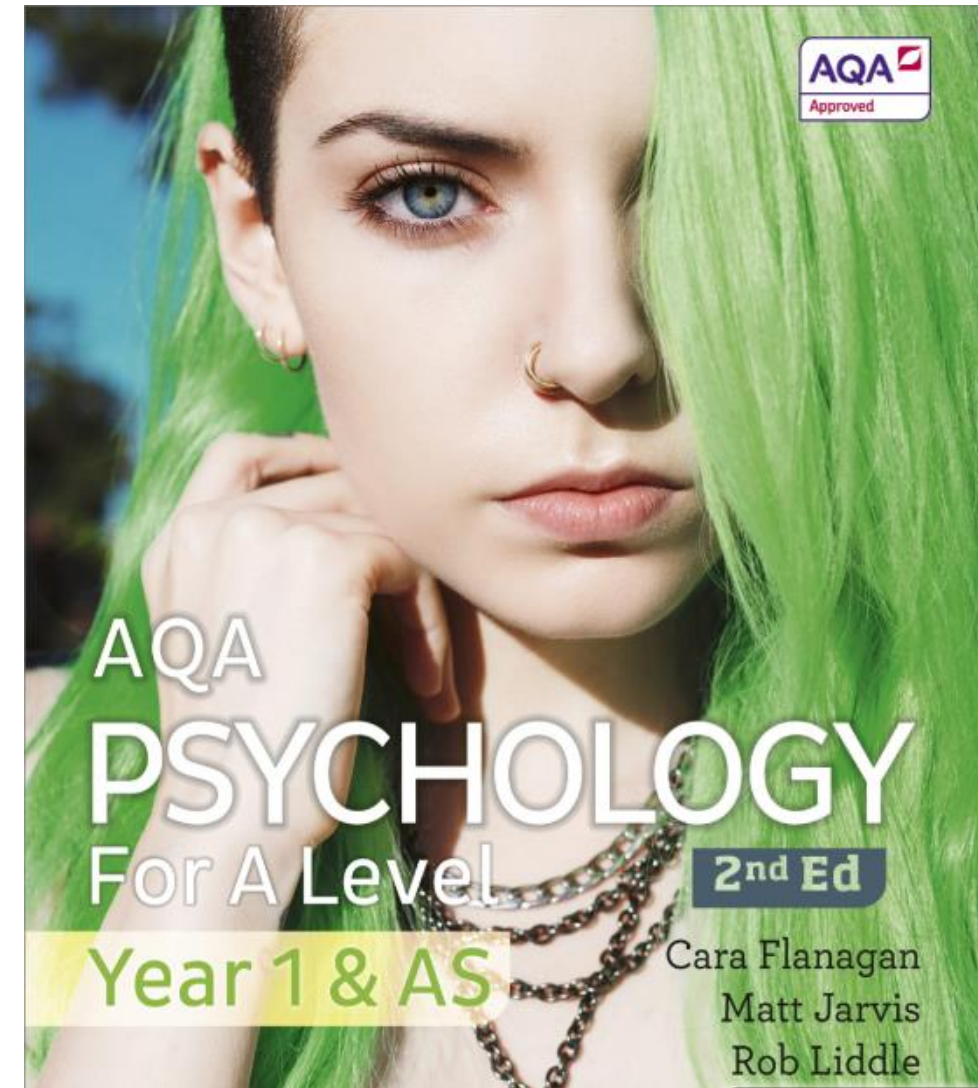
- Author(s) – Houlk, C and (&) Post, R.
 - Year of Publication – (1996)
 - Title – Chemistry Concepts and Problems
 - Edition (if not the first) – 2nd edn.
 - Place of Publication – New York
 - Publisher – John Wiley & Sons Inc
-
- Houlk, C. & Post, R. (1996) Chemistry Concepts and Problems. 2nd edn. New York: John Wiley & Sons Inc

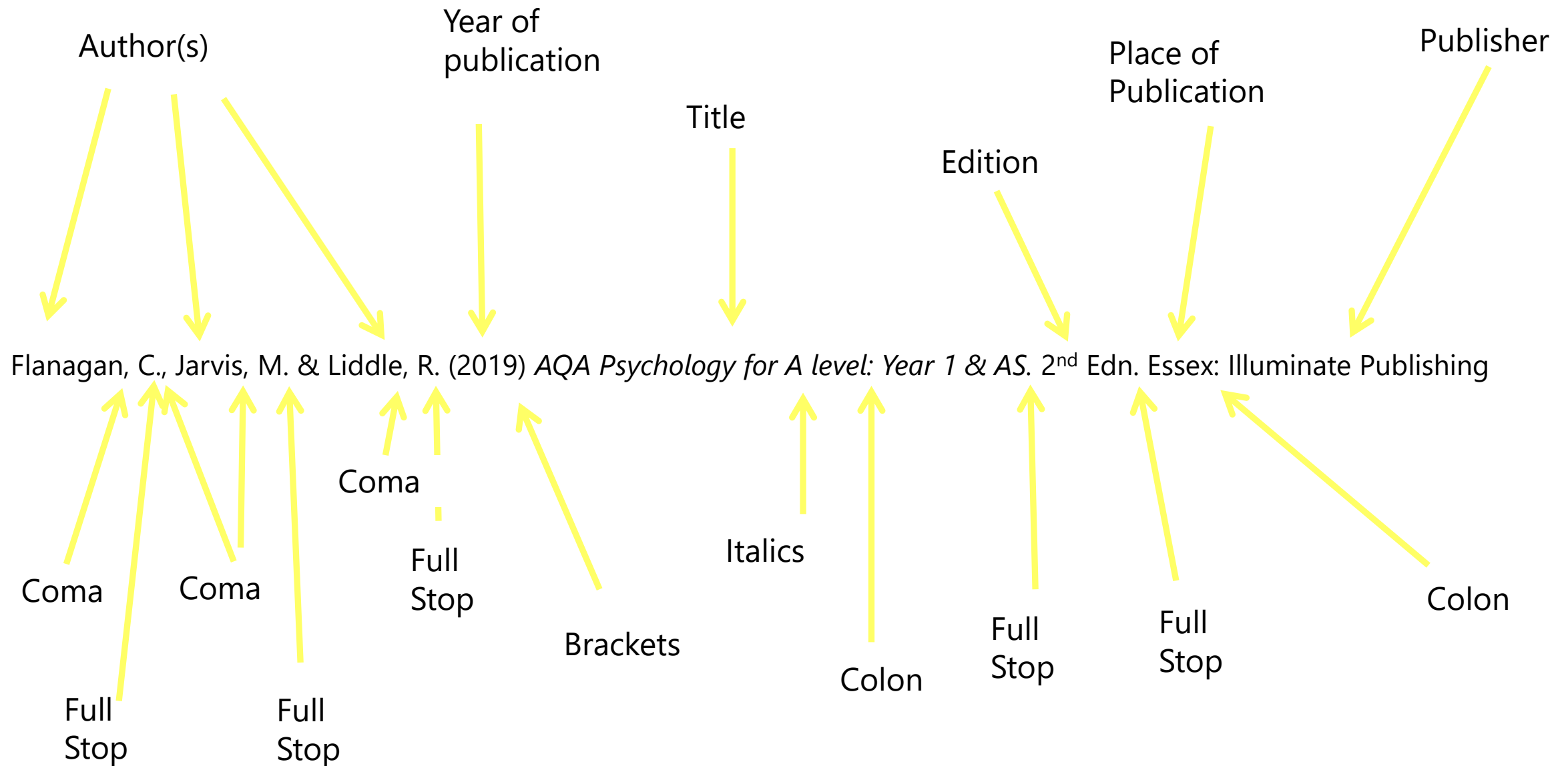




Referencing a book with THREE authors

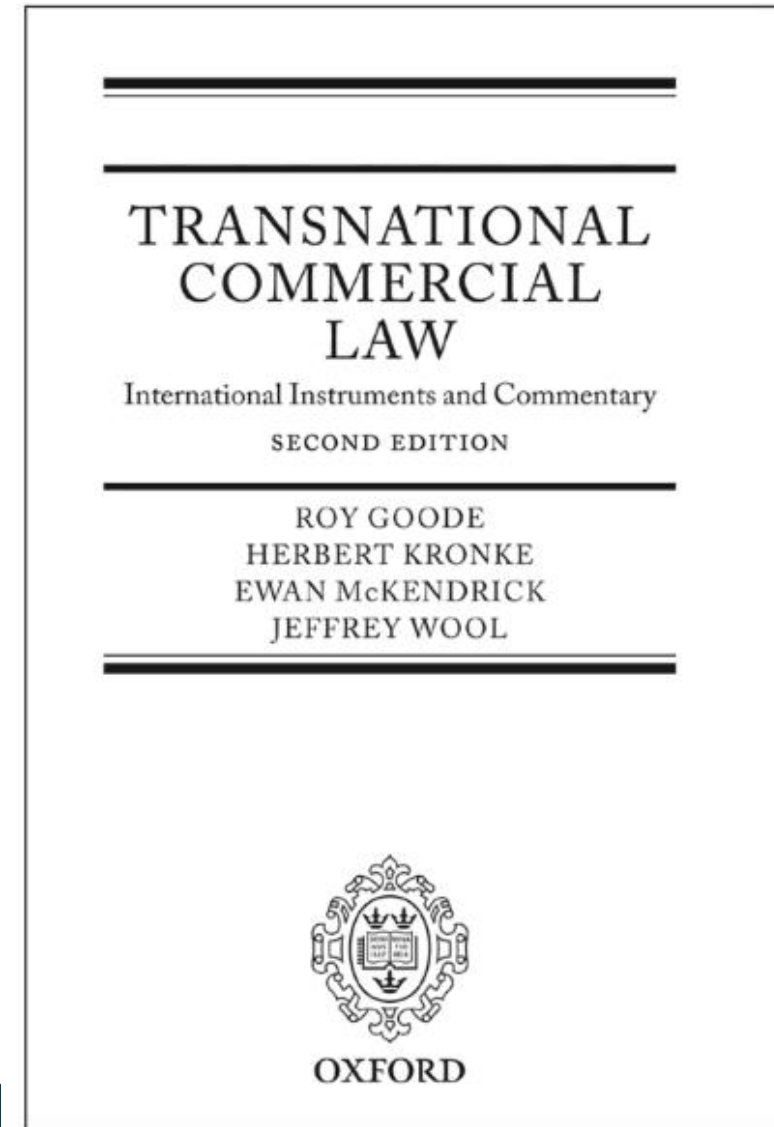
- Author(s) – Flanagan, C., Jarvis, M. & Liddle, R.
 - Year of Publication – (2019)
 - Title – AQA Psychology for A level: Year 1 & AS
 - Edition (if not the first) – 2nd edn.
 - Place of Publication – Essex
 - Publisher – Illuminate Publishing
-
- Flanagan, C., Jarvis, M. & Liddle, R. (2019) AQA Psychology for A level: Year 1 & AS. 2nd Edn. Essex: Illuminate Publishing





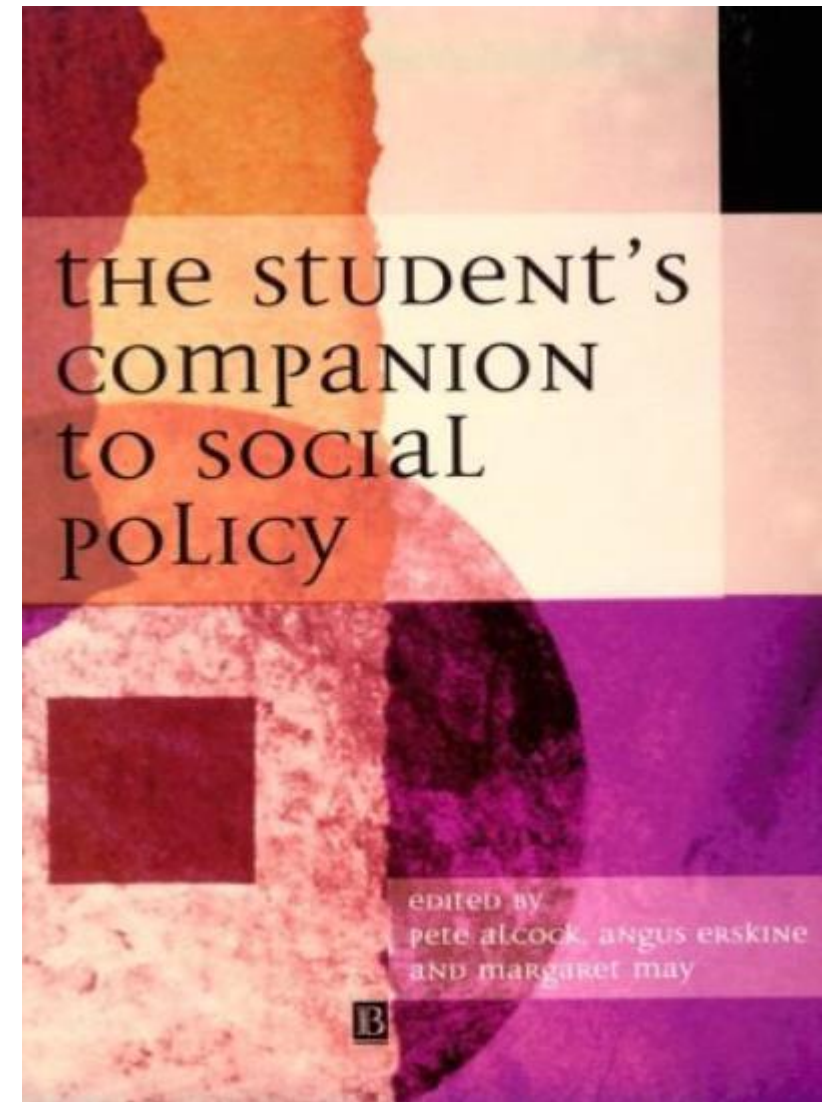
Referencing a book with FOUR or more Authors

- Author(s) – Goode, R., Krone, H., McKendrick, E. & Jeffrey, W.
 - Year of Publication – (2007)
 - Title – Transnational Commercial Law: Instruments and Commentary
 - Edition (if not the first) – 2nd edn.
 - Place of Publication – Oxford
 - Publisher – OUP Oxford
-
- Goode, R., Krone, H., McKendrick, E. & Jeffrey, W. (2007) Transnational Commercial Law: Instruments and Commentary. 2nd edn. Oxford: OUP Oxford



Chapter in an Edited Book

- Author(s) of Chapter –Sullivan, M.
 - Year of Publication – (1998)
 - Title of the chapter (in inverted commas not Italics) – 'The Social Democratic Perspective'
 - Editors- Alcock, P., Erskine, A. & May, M.
 - Title of the Book – The Students Companion to Social Policy
 - Edition (if not the first) –
 - Place of Publication – Oxford
 - Publisher – Blackwell Publishers Ltd
-
- Sullivan, M. (1998) 'The Social Democratic Perspective' in Alcock, P., Erskine, A. & May, M. The Students Companion to Social Policy. (Eds) Oxford: Blackwell Publishers Ltd



Multiple Works by the Same Author

- Different Years:
 - McNamara, B. M. (2012) Education For Life. Maidenhead: Riverstory
 - McNamara, B. M. (2017) Lifelong Learning. Maidenhead: Riverstory
- Same Year:
 - Phelps, P.J. (2016a) Healthy Learning. Edinburgh: Castel Books
 - Phelps, P.J. (2016b) Nutrition in the Early Years. Edinburgh: Castel Books
 - (Phelps, 2016a) (Phelps, 2016b)

Referencing a Journal

- Author
 - Year of Publication (In Brackets)
 - Title of article in 'inverted commas'
 - Title of Journal In Italics
 - Volume number (If present)
 - Part/issue number (If present)
 - Page Number(s)
- [Click this Link to practice writing a Reference for this Journal](#)

Referencing a Website

- Author/Editor/Organisation
- Year written or updated - (In Brackets)
- Title of page accessed - In Italics
- Title of Journal - In Italics
- Available at: - (Add URL)
- Accessed: - The date you accessed the webpage (In Brackets)
- [Click this Link to practice writing a Reference for a website](#)

Your Reference List should be presented in:

Cottrell, S. (2019) *The Study Skills Handbook*. 5th edn.
London: Red Globe Press

Flanagan, C., Jarvis, M. & Liddle, R. (2019) *AQA Psychology for A level: Year 1 & AS*. 2nd Edn. Essex: Illuminate Publishing

Goode, R., Krone, H., McKendrick, E. & Jeffrey, W. (2007) *Transnational Commercial Law: Instruments and Commentary*. 2nd edn. Oxford: OUP Oxford

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Alphabetical Order

Times New Roman

NOT Justified

Hanging

Text size 12

Your reference list must ALSO:

Correspond with a citation within the main body of your work

Must be on a separate page from your assignment

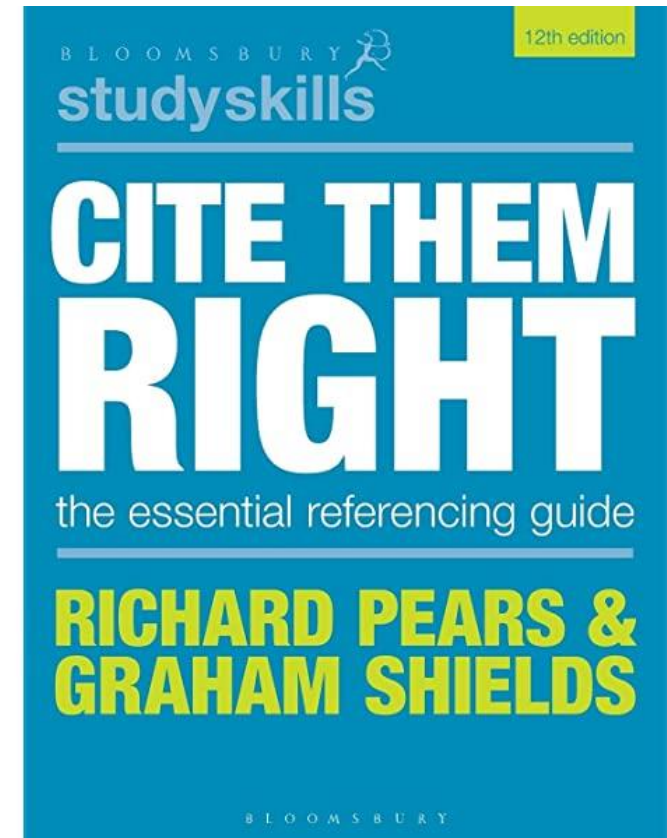
Have a heading: **References**

Top Tips!

- Create your reference list as you go along!
 - This could be at the end of your document, or on a separate document!
 - Remember to SAVE!!
- Jot down any websites as you go!
 - One click and the webpage you are on may be lost forever.
- When you have finished – PROOF READ for errors
 - Errors for referencing will mean a deduction of marks the further you get into your degree.
- Check each citation corresponds to a reference
 - Ensure you have a reference for EACH citation and VISE VERSA!

Materials:

- Please use the book 'Cite them right' and follow the 'HARVARD' referencing style to ensure correct referencing.
- You can also use the ONLINE version:
- <https://www.citethemrightonline.com/>



Please Remember:

- A lack of Attention to your references will lose you marks in Higher Education.
- If in doubt, ASK!
- Quality over Quantity
- Practice makes perfect!

References

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