
About Referencing Systems

Why Reference?

Referencing is necessary:

- to demonstrate the basis on which we have created our own work
- so that readers can confirm what we have said
- so that readers can find more details, if they want to
- to avoid being accused of presenting someone else's work as if it is our own (plagiarism).

Referencing Styles

There are many variations as to how referencing should be formulated. Choosing a particular style may depend on requirements for your unit of study. For instance psychology students are required to use APA. The Harvard (Author/Date) style is also used widely within the Faculty and has been used for referencing in this guide.

There are **four** types of referencing styles described in this Assignment Manual. The origins of different referencing styles are often attributed to the development of particular disciplines, or to the publication of a particular journal. Editors of academic or professional journals identify which style authors must follow when submitting papers for publication.

Variations are also often applied to some referencing styles and for this Assignment Manual a specific variation has been chosen for the Harvard (Author-date) style. The aim has been to simplify the application of the style and provide a set of guidelines that can be applied consistently.

Each of the referencing styles also has guidelines on how to insert references in your text and how to present a reference list or bibliography. Some disciplines are very specific about the referencing style required so ensure you check the format required before beginning your assignment. It is important to pay particular attention to the placement of full stops, commas, capitals and italics when referencing.

Sample of the 4 styles presented in this guide.

➤ American Psychological Association (APA) (See Chapter 4)

Grace, M. (1997) *Networking systems for rural women*. Barton, ACT: Rural Industries and Development Corporation.

Sachdev, P. (1997 January) Cultural sensitivity training through experiential learning. *International Social Work*, 40(1), 7-26.

Western Australia. Main Roads Department. (n.d) *Pedestrian safety for seniors*. Retrieved August 24, 1998, from <http://website.mrwa.wa.gov.au/safety/html/seniors.html>.

➤ Harvard (Author-date) (See Chapter 5)

Grace, Margaret (1997) *Networking systems for rural women*. Barton, ACT: Rural Industries and Development Corporation.

Sachdev, Paul (1997) Cultural sensitivity training through experiential learning. *International Social Work*. Jan. 40(1):7-26.

Western Australia. Main Roads Department. (n.d) *Pedestrian safety for seniors* [online]. Available:<http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].

➤ Footnoting (See Chapter 6)

Grace, M. *Networking Systems for Rural Women*. Barton, ACT: Rural Industries and Development Corporation. 1997.

Sachdev, P. 'Cultural Sensitivity Training through Experiential Learning'. *International Social Work* v. 40, no.1 (Jan. 1997), pp.7-26.

Western Australia. Main Roads Department. *Pedestrian Safety for Seniors* [online]. (n.d). Available: <http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].

➤ Numbering (See Chapter 7)

1. Grace, M. *Networking Systems for Rural Women*. Barton, ACT: Rural Industries and Development Corporation, 1997.
2. Sachdev, P. 'Cultural Sensitivity Training through Experiential Learning' *International Social Work* v. 40 no.1 (Jan. 1997) pp.7-26.
3. Western Australia. Main Roads Department. *Pedestrian Safety for Seniors* [online] (n.d). Available: <http://website.mrwa.wa.gov.au/safety/html/seniors.html> [Accessed: 24 August 1998].