



Learner Guide to Referencing



Introduction

Referencing is an important part of written work, demonstrating that the writer understands the topic, has used a range of sources to build on existing knowledge and contextualise their ideas, and helps avoid concerns of plagiarism, making it clear what work is that of the writer and what has come from elsewhere.

Some NCFE and CACHE external assessments may require you to use references when producing evidence. This document will provide you with guidance and examples on how to create and use references.

You will need to ensure any requirements for referencing are in line with this guide and the assessment criteria (AC) for the qualification you are undertaking. You must acknowledge the work of others used within your evidence; this must be within the body of the text and within a reference list or a bibliography created to acknowledge the work of others.

Referencing style

There are many forms and styles of referencing available to learners, but unless otherwise specified within an external assessment or specific supporting documents, NCFE do not require any one specific style of referencing.

Within this document, most examples follow an author/date approach, but learners are free to use any recognised system and style they wish, as long as the referencing style chosen is clear and consistent.

Quotations

Direct quotations must be clearly identified such as using quotation marks, italic, or emboldened text.

The sources of all quotations must be shown within the assessment at the point where the quotations have been used. Any quotations from websites must be shown in full, stating date of access.

The following are for illustrative purposes only:

"A healthy diet is about making food choices that contain the full range of macro and micro nutrients required by the body to support growth and repair". (Barker, S. 2017 Being Healthy Education Publications. London)

"It is the responsibility of all practitioners within a setting to ensure safeguarding policies and procedures are understood and followed". (Ward, J. 2017. A Guide to Professional Practice. Safely publications. Leeds)

According to the early years foundation stage framework (EYFS) *some schools may choose to mix their reception classes with groups of younger children.* (EYFS 2017 3.39)

Citations/in-text referencing

This referencing style allows you to indicate any ideas or materials that you have used from other sources, including authors, within your text. It allows you to use thoughts or key ideas from others in a more natural style within your writing, but still correctly and clearly referenced.

Correct in-text referencing is demonstrated in the below examples:

- Care should be compassionate and appropriate to individual needs' (Dews 2017)
- This approach to compassionate care is supported by the work of Dews (2017)
- In support of my explanation, Dews (2017) considered compassionate care to be very important.



Paraphrasing

Paraphrasing means rewriting the work of another person into your own words but keeping the same meaning and ideas. Writers may want to paraphrase to show they have read and understood someone's work, and as a way of varying their writing style to make it easier to read or more engaging for the reader.

Paraphrasing is not necessarily plagiarism if the source is referenced correctly, using techniques set out previously in this guide. However failure to clearly add citation or reference to a paraphrased section of work will leave examiners likely to query for possible plagiarism.

Quotations should be used to support own knowledge and understanding rather than be used in place of learners' own words. Learners must ensure that their work is their own, showing their own ideas and response to the task, and not intentionally or otherwise relying on the work of others or passing that off as their own work.

Plagiarism

Plagiarism means using the work of another person without acknowledging them, whether intentionally or by accident. NCFE examiners are trained to highlight possible cases of plagiarism, and these may be investigated as possible malpractice, which could result in a learner receiving no marks or being disqualified from an assessment.

Learners can avoid plagiarism by properly referencing throughout their work to ensure that all quotes and work from other people are attributed correctly.

Learners must ensure all cited work is clearly identifiable, and that they are not attempting to pass off the work of others as their own. This is best practice as it shows that the writer has considered a range of thoughts on the subject, supporting them in arriving at their own position.

Referencing lists and bibliography

Any quotations or citations you have used within your body of work from sources, such as journal articles, podcasts, books and research, should be acknowledged within a reference list at the end of your work, in alphabetical order.

For each reference, the source type must be identified, and the use of a consistent referencing format must be included.

If you have used items to research the text but have not cited or quoted them within the body of text, these sources will need to be included in a bibliography, in alphabetical order.

Referencing, in Harvard style below, should include the following information:

- Author, I, IW. and other author, I, I. (Year) 'title of the item', title of the work, publisher information, location of publisher.

Learners should ensure that where they have used a range of source, not just books and journals, that they are also correctly referenced.

This should include the following key information:

- **Newspaper articles:** author, newspaper, date of publication
- **TV programmes:** title of programme, creator, year of broadcast
- **Websites:** author, year of publication/last updated, link
- **Podcasts:** title of podcast, episode, year of broadcast.