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School of Education

Harvard Referencing Guide

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Contents

1 Introduction

It is a convention of academic writing to provide references for the sources that you have used, not only to give the original authors due acknowledgement for their work and so that your tutors can assess your work fairly, but also so that others reading your work can find the sources you have used. For all these reasons, referencing needs to be systematic and accurate.

The School of Education policy is that students should use the Harvard system of referencing, as set out in this guide. (There is no set standard for Harvard, so different versions are in use.) The only exception to this is for students on courses where explicit advice has been given that the APA (American Psychological Association) system is an acceptable alternative, for example counselling courses.

Referencing consists of two parts: a **citation** to the work within the main body of your text and a list of **references** at the end. Harvard and APA are different in format, but follow the same principles of having parenthetical in-text citations and an alphabetical referencing list.

In the Harvard system, the in-text citation is an abbreviated reference, which gives the author and the date of publication in parentheses (brackets) at the point at which the idea or work is used. This then enables the reader to find the full reference to the source in the references list at the end of your work. Giving the author's name and the date also means that the referencing is more transparent than systems that use numbers, as the reader is immediately aware whom or what the writer is citing.

The references section in the Harvard system lists all sources that have been directly cited in a work, in alphabetical order by author. This means that it is easy to find a cited source by looking up the author's name. These full references also provide the title of the work and the publication (if these are different), as well as further information, including the publisher and/or location in which the source can be found.

Please note that a bibliography is *not* used in the Harvard system. A bibliography is a list of sources that have informed your work, but which are not necessarily directly cited. In the Harvard system, you should cite *all* sources that have influenced your work. If a source has not influenced your work, then it should not be cited, as it is not relevant. If it has influenced your work, you should find a way of citing it to acknowledge this, for example in support of a general comment about what research has shown. Consequently, you should not have a bibliography section in your work unless explicitly instructed that this is a required part of your assignment for other reasons, such as an annotated bibliography task to demonstrate that you have undertaken wider reading.

Do *not* use the referencing style that we use in Moodle, as this is slightly different for design reasons. If you need to use the same reference as one given in Moodle, make sure that you reformat it so that it is consistent with the guidelines in this document.

2   In-text citations

In the Harvard system, in-text citations consist of the author's family name and the year of publication. Authors' initials and forenames (given names) should not be used, unless this is essential for disambiguation.

Citing is not a substitute for using quotation marks. If you use the exact words of a source, you must both give a citation and use quotation marks (or present the author's words as a block quotation). It is not enough to simply give a citation, as your reader will not be able to distinguish between your own words and those that are from the source. (See 2.2 for further guidance.)

Citations should be written in the same font as the rest of the text. Do not use bold or italics.

In this section, we give examples of the most common forms of in-text citation.

2.1   Citing without quotation

In most cases, you will need to cite a source because you are drawing on the ideas in or contribution of the author's work, not quoting directly.

The most common way to cite a reference to a source that has a single author is to write it in one of these two forms:

either

>   Marsh (2004) outlines the history of the hidden curriculum.

or

>   The history of the hidden curriculum began with the work of Philip Jackson (Marsh, 2004).

The syntax of the sentence must be preserved. In the first example, the author is the subject of the sentence, so must be outside the brackets.

Where there are three or more authors, all names should be given on the first occasion that the work is cited:

either

>   Jordan, Carlile and Stack (2007) recommend active approaches to learning.

or

>   Active approaches to learning are strongly recommended (Jordan, Carlile and Stack, 2007).

You should use and, not an ampersand (&).

If the same reference is cited again, 'et al.' may be used. 'Et al.' is short for the Latin 'et alia' which means 'and others'. In a subsequent assignment in the same piece of work, you could therefore write:

either

>   Jordan et al. (2007) go on to show that…

or

>   Students feel lost in large classes (Jordan et al., 2007).

If the author has published several works in one year, distinguish between them by adding lower case letters.

>   In various studies by Wertsch (1985a, 1985b, 1985c), the point is made that…

If these are cited at different points, add letters in the order in which you mention them in your work. In such cases, you will then list then in the same order in your references list.

If you find information in more than one source, you may want to include all the references to strengthen your argument. Cite all the sources within the same parentheses in order of date of publication. Semi-colons should be used to separate the references:

> This concept has been explored in several studies (Wertsch, 1985; Elbers, 1991; Holzman 1998) and…

If you want to cite different sources written by different people with the same family name, you will need to use initials or forenames:

> In discussing how education needs to develop in the future, I will be drawing on concepts of the knowledge society (Hargreaves, A., 2003) and lifelong learning (Hargreaves, D.H., 2004).

If you want to cite sources without an identifiable author, such as government reports or web resources, use the organisation as the author. For example, you can use the name of the website as the author. If none of these are available, use an abbreviated web address, but you may want to question whether a resource without a clear author or website name is appropriate to cite in academic work. (See 3.4 for further guidance on referencing web-based sources.)

2.2   Citing with quotation

A direct quotation is where you copy the exact words used by an author and place them, unaltered, directly into your work. Direct quotations should only be used to illustrate a specific point of view or where the exact wording is important, for example in a definition. In most cases, it is preferable to present information in your own words.

Direct quotations need to be presented very clearly, in the same way as direct speech in a narrative, so that there is no confusion between which are your own words and which are those of the author. There is no set definition of how many words constitute a quotation, as this depends on the words and the context, but if it is more than a few words in sequence they must be in quotation marks. Always put quotation marks around a direct quotation that is integrated into your own prose, as in this example:

> Class management problems for teachers "can disrupt personal, social and professional functioning and frequently cause anxiety and depression, thus diminishing the quality of life" (Broadhurst, 1994, p.108).

When you provide the citation for a quotation, you must include the page number. If the quotation crosses pages, then you can write, for example, pp.5-7.

If you need to use a longer quotation, you can set this out as a block quotation, indented on both sides. In this case, you do not need quotation marks. Do not use italics. Note that the citation is punctuated differently, as it is not part of a sentence:

> Vygotsky encapsulated these ideas in his "general genetic law of cultural development":

>> Every function in the child's cultural development appears twice: first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals. (Vygotsky, 1978, p.57)

> This law encapsulates Vygotsky's view that the mind is socially formed and that children internalise new forms of thinking through social interaction, for example, through joint activity with parents, teachers or older siblings.

If you are quoting a list directly from a source, then make sure that this is clearly introduced as a quotation and set out as a block quotation, indented on both sides, as lists are often left-indented anyway. However, consider whether you need to quote the whole list rather than just summarising and providing a citation. Alternatively, it might be more appropriate to present the list in an appendix.

2.3   Citing a source cited in another source (secondary referencing)

If you are reading a source by one author who cites work by another author, whether or not they quote that author, you must cite the original work as a secondary citation. This is known as secondary referencing. This is very important, as failure to acknowledge a secondary source is just as significant as failure to acknowledge any other source and thus falls under the definition of plagiarism.

In the following two examples, Carter and Davidson are authors of the work that you wish to refer to (the primary source or original work), but you have not read this directly for yourself. Barrett is the secondary source where you found the summary of their work. Your citation must include both the primary text and the secondary text, using the words "cited in". For example:

> Research carried out in the sixties in the St.Anns area of Nottingham by Carter and Davidson (1966 cited in Barrett, 1991, p.142) found that …

or

> There was considerable poverty in St.Anns in the sixties (Carter and Davidson,1966 cited in Barrett, 1991, p.19).

In the following example, Sohal is the primary, or original, source and Moustakas is the secondary source:

> Sohal (2001), as cited in Moustakas (2005), suggests that the picture was not as bleak as it had been painted.

You also need to use secondary referencing if you want to cite a primary source that is mentioned in University of Nottingham teaching materials such as Moodle (see 3.3). For example:

> Simon (1981 cited in The University of Nottingham, 2018) argued that there was no pedagogy in England.

Normally, it is best to select your own quotations from sources that you have read yourself. However, if you want to use a quotation that is in Moodle, and you cannot access the original source, you must provide a secondary citation:

> The school curriculum can be seen as historically, politically and ideologically situated, since "how a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and social control" (Bernstein, 1971, p.47 cited in The University of Nottingham, 2018, p.3).

Note that the references list at the end of your document should *only* contain works that you have personally read or accessed, so only the secondary source should be listed in the references. In the above examples, only Barrett, Moustakas and The University of Nottingham would appear in the references.

It is also important to realise that the author of the secondary source you are reading may have taken ideas from the primary source, but altered their original meaning by error or through misinterpretation or selective reporting. If you find a useful secondary reference, it is recommended that, where possible, you find and read the original source for yourself rather than rely on someone else's interpretation. Of course, if you read it yourself, you can then cite it as a primary source, without the need for "cited in". However, if the secondary source has influenced your interpretation, you should still find a way to cite this as well.

Be particularly careful when using secondary sources that are not authoritative, such as websites and blogs, as these are not subject to editing or peer review, so may not be reliable. Indeed, the author may have taken ideas from other secondary sources without acknowledging these properly. This means that ideas can be second or third-hand by the time you read them, and thus even more likely to be unreliable.

2.4   Use of ibid. and op. cit.

The abbreviations ibid. and op.cit. can be employed to avoid repeating the same citation in the main body of your text.

Ibid. is short for ibidem, which, in Latin, means 'in the same place' and can be used when the next reference is the same as the one before.

The term op.cit. is an abbreviation for the Latin opere citato, which means in the work cited and can be used when the same reference is cited elsewhere in the body of your text, but may not be the most recent citation.

Here is an example of ways in which et al., ibid. and op.cit. could be used within the Harvard system of referencing:

> According to Margaret Roberts (Roberts, 2003), the first writers to use the word "scaffolding" in an educational context were Wood, Bruner and Ross (Wood, Bruner and Ross, 1976). Scaffolding is "the process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond the child's unassisted efforts" (Wood et al., 1976, p.29). This is an idea which originates in Vygotsky's concept of the zone of proximal development (Vygotsky,   1984). How does he express this idea? He refers to a "new formula" whereby "the only 'good learning' is that which is in advance of development" (ibid., p. 56).
>
> Margaret Roberts acknowledges that Vygotsky never used the term 'scaffolding' himself (op. cit., 2003). What he did do is describe "several types of assistance that might be given when a child" is "engaged in a problem-solving activity" (ibid.,   p.21). In the next section, we will explore these various types of assistance and find instances of them in my lesson.

However, if there is some distance between the citations, then it is better to repeat the citation rather than use ibid or op cit and make your reader search for the previous citation.

3 References

Your references section must list all the sources that you have directly cited in your work, in alphabetical order by author's family name (or an alternative identifier as indicated by the type of reference). The author's initials are given after the family name. If there is more than one work by the same author, these are listed by date. Your references should be in the form of a single list, irrespective of the type of source (such as book, journal article or other media).

In general, these full references also provide the title of the work, the title of the publication (if this is different), and further information including the publisher and/or location in which the source can be found. If it is a web-based source, you will need to give the URL (uniform resource locator) and the date on which you accessed the source.

Publication titles should be written in italics.

The references list should only include sources that you have read or accessed yourself. It should not include any source that you are only aware of through a secondary source (see 2.3 on secondary referencing).

The list should be titled "References" and is placed immediately after the end of your assignment (before any appendices).

Do not use bullet points or numbers for the items in your references. Do not use a bold font.

The following sub-sections give examples of the most common types of references. If you cannot find the type of reference you need here, or in the more resources recommended in Section 4, then you should identify the most similar type of source and use this as a model. The key point is that you should provide enough information for someone to be able to locate the source and you should present this information in a systematic way.

3.1 Books

3.1.1 Single author book

Marsh, C. J. (2004) *Key concepts for understanding curriculum*. London: The Falmer Press.

3.1.2 Single author book, more than one edition

Child, D. (2007) *Psychology and the teacher*. 8th ed. London: Continuum.

In this case, the book is an eighth edition.

3.1.3 Book with two authors

Creemers, B.P.M. and Kyriakides, L. (2008) *The dynamics of educational effectiveness*. London: Routledge.

Use and, rather than an ampersand (&).

3.1.4 Book with three authors

Jordan, A., Carlile, O. and Stack, A. (2007) *Approaches to learning: a guide for teachers*. Maidenhead: Open University Press.

3.1.5 Book with more than three authors

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) *Assessment for learning: putting it into practice*. Maidenhead: Open University Press.

3.1.6   Book with an editor, but no author

Curren, R. (Ed.) (2007) *Philosophy of education: an anthology*. Oxford: Blackwell.

If there is more than one editor, the abbreviation should be Eds, without a full stop (as the final letter of the abbreviated word is retained).

3.1.7   Translated book

Foucault, M. (1991 [1977]) *Discipline and Punish: The Birth of the Prison* (trans. A. Sheridan). London: Penguin.

The in-text citation should give the date of the version you have read, in this case the 1991 translation, not the 1977 original.

3.1.8   E-book

Cox, J. and Carlile, N. (2008) Participatory research in educational settings [online]. Oxford: Blackwell Publishing. Available at: http://www.mylibrary.com/Browse/open.asp?ID=75623 [Accessed 10 August 2012].

3.1.9   Chapter in an edited book

Cite and list by the author of the chapter. The book title should be in italics, as this is the publication, but not the chapter title.

Hickmann, M.E. (1985) The implications of discourse skills in Vygotsky's developmental theory. In: Wertsch, J.V. (Ed.) *Culture, communication and cognition,* pp. 19-54. Cambridge: Cambridge University Press.

You should give the page numbers of the chapter.

3.1.10   Extract in a book of readings

A reader, or book of readings, is a collection of previously published works. Sometimes these are edited, so are slightly different from the original publication. However, even if the extract is unchanged from the original, the reference must indicate that you have read it in the reader, not in the original publication. An extract from a book of readings is referenced in a similar way to a chapter in a book. However, the year cited must be the year of publication of the original article:

Gu, Q. (2007) Teacher Development: Knowledge and Context. In: Pollard, A. (Ed.) (2014) *Readings for Reflective Teaching in Schools.* London: Bloomsbury.

3.2   Journal articles

You are encouraged to refer to articles from well-respected peer-reviewed journals, which are considered the highest standard of academic publication. It is the journal title that is the publication, and thus should be in italics, not the article title. The volume and issue numbers should be given (if available), with the issue number in brackets following the volume number.

In many cases, you are likely to be using e-journals (online journals), so follow the format for these, combined with other formats as appropriate.

3.2.1   Single author journal article

Boas, F. (1920) The methods of ethnology. *American Anthropologist* 22: pp.311-321.

3.2.2 Journal article with two authors

Wegerif, R. and Mercer, N. (1997) Using computer-based text analysis to integrate quantitative and qualitative methods in the investigation of collaborative learning. *Language and Education* 11(4): pp.271-287.

Use and, rather than an ampersand (&).

3.2.3 Journal article with three authors

Mercer, N., Wegerif, R. and Dawes, L. (1999) Children's talk and the development of reasoning in the classroom. *British Educational Research Journal* 25(1): pp.95-113.

3.2.4 Journal article with more than three authors

Elbers, E., Maier, R., Hoekstra, T. and Hoogsteder, M. (1992) Internalization and adult- child interaction. *Educational Studies* 23(2): pp.13-27.

3.2.5 Journal article with no authors

Anon. (1999) Round table discussion. The class size debate. *Issues in Education* 5(2): pp.14-16.

3.2.6 E-journal article with DOI

Wilens, T. E., & Biederman, J. (2006). Alcohol, drugs, and attention-deficit/hyperactivity disorder: a model for the study of addictions in youth. *Journal of Psychopharmacological Studies* [online] 20(2): pp.580-588. Available at: http://dx.doi.org/10.1177/0269881105058776.x [Accessed 17 June 2008].

Most online journal articles have a Digital Object Identifier (DOI), usually found on the webpage before you access the full text. The DOI is converted into a URL by placing http://dx.doi.org/ in front of it.

3.2.7 E-journal article without DOI

Noakes, J. (2000) Enabling young people to express their views on school exclusion. *Journal of Education* [online] 21(3): pp.124-141. Available at: http://www3.interscience.wiley.com/cgi-bin/fulltext/1154278654401/PDFSTART [Accessed 16 September 2011].

3.2.8 Multiple works by the same author in the same year

These are more likely to be journal articles, so are given in this section. Lower case letters should be added to the date, in the order in which they have been cited in your work.

Brockmeier, J. (1996a) Construction and interpretation: exploring a joint perspective on Piaget and Vygotsky. In: Tryphon, A. and Voneche, J. (Eds) *Piaget-Vygotsky*. Hove: Psychology Press.

Brockmeier, J. (1996b) Explaining the interpretive mind. *Human Development* 39: pp.287-294.

3.3 University of Nottingham course materials (including Moodle)

When you reference University of Nottingham teaching materials, whether materials in Moodle, handouts or lecture slides, you should use the author and date format. If the item you are referencing has a named author, use that author's name in your reference as you would for any other item. If not, use The University of Nottingham as the author.

If you want to refer to sources cited in Moodle, or to use quotations that are in Moodle, you must reference these following the conventions for secondary citations/references (see 2.3).

3.3.1 Course materials in Moodle

For the publication date, give the year in which your current module started.

> The University of Nottingham (2017) M2U5 Activity 4 Fads and pseudoscience *XX4PI2 Module 2 Understanding learning* [online]. Available at: https://www.nottingham.ac.uk/~ttzelrn/understanding-learning-e/unit7/section4.php [Accessed 10 August 2018].

3.3.2 Audio-visual materials in Moodle

For the publication date, give the year in which your current module started.

> The University of Nottingham (2016) Is there a need to develop the typologies for the contemporary context? [video]. *XX4PI5 Module 1 Contexts.* Available at: https://www.nottingham.ac.uk/~ttzelrn/contexts-e/unit1/bottery_extract3_popup.php

3.3.3 Course materials (paper)

> University of Nottingham (2008) *Using the Hallward Library* [handout]. Nottingham: University of Nottingham.

> Thompson, P. (2014) *What is plagiarism?* [handout]. Nottingham: University of Nottingham

3.3.4 Course materials (lecture slides)

If you have downloaded a copy of the slides from Moodle, you can reference them in this way:

> Bailey, M. (2016). Academic writing: from critical reading to critical writing. [PowerPoint presentation]. *PGCE International - Peru (Lima) 2 Face-to-face induction resources* [Online]. Available at: https://moodle.nottingham.ac.uk/mod/folder/view.php?id=1922394 [Accessed 12 September 2016].

3.3.5 Course materials (lecture)

> Bailey, M. (2012) *Does every child still matter?* [Lecture to PGCE cohort, University of Nottingham], 2 October.

3.4 Other web-based sources

3.4.1 Internet source with author or organisation

> Department for Education (2009) *Managing classroom behaviour* [online]. Available at: http://publications.education.gov.uk/eOrderingDownload/DFE-RE084.pdf [Accessed 23 July 2010].

Include the date when the site was created or last updated. If no creation/update date can be found, write (undated) after the author/organisation. Date of access should always be included.

3.4.2 Internet source with no author

Include the date when the site was created or last updated. If no creation/update date can be found, write (undated) after the author/organisation. Date of access should always be included.

> Anon. (2007) *Howard Gardner's Multiple Intelligences Theory – visual, auditory, kinaesthetic* [online]. Available at: http://www.businessballs.com [Accessed 20 October 2010].

This is an example of a source that would not be considered an appropriate source in academic work, unless you are using it as an illustration of the uncritical uptake of ideas.

3.4.3 Internet source with author and publisher

Wertsch, J. V. (1985) *Vygotsky and the social formation of mind.* Cambridge, MA: Harvard University Press [online]. Available at: http://coe.ksu.edu/jecdol/Vol_3/articles/Wang.htm. [Accessed 22 November 2010]

Include the date when the site was created or last updated. If no creation/update date can be found, write "(undated)" after the author/organisation and use undated in the in-text citation. Date of access should always be included.

3.4.4 Blog

French Mariner (2006) Trying to explain. *Borderline Teacher 22 January 2006* [online: weblog]. Available at: http://www.purplepiranha.blogspot.com/ [Accessed 17 January 2009].

3.4.5 Podcast or music video download

Childcare: has it become less affordable? (2007) *Women's Hour* (released 5 February 2007) [podcast: radio programme]. London: BBC. Available at: http://www.bbc.co.uk/radio4/womanshour/listen/ [Accessed 8 February 2007].

3.4.6 YouTube video

CoreEducationNZ (2010) *Globalised learning* [video online]. Available at: http://www.youtube.com/watch?v=porLT0xIkR4 [Accessed 25 February 2013].

Here CoreEducationNZ is an example of a contributor's username.

3.4.7 Recorded seminar

Blackmore, J. (2016) *Designing innovative learning spaces* [recorded seminar],12 May. Available at: https://echo360.org.uk/media/b614b19f-869d-4aa1-b227-a8a25cab0cf8/public [Accessed 24 July 2018].

3.4.8 Newspaper article (online)

Jackson, D. (2003) A question of faith. *The Guardian.* 17 December [online]. Available at: http://www.guardian.co.uk/parents/story/0,3605,1108387,00.html [Accessed 21 January 2004].

If the article is an editorial or no author can be identified, use the title of the newspaper followed by the date for in-text citation and reference list purposes.

3.4.9 Photograph (online)

Davidson, C. (2000) *Indian classroom* [photograph]. Available at http://www.google.co.uk/imgres?imgurl [Accessed 12 February 2005].

If the photograph is from a book, "photograph] should be followed by "In:" followed by the book's details (see appropriate book format).

If viewed in a collection, [photograph] should be followed by "Held at:" and then the details of the collection.

3.5 Other media

3.5.1 Newspaper article (paper)

Gent, J. (2001) Exam chaos to come. *Times Educational Supplement.* 13 February, p.15.

If the newspaper article is an editorial or no author can be identified, use the title of the newspaper followed by the date for in-text citation and reference list purposes. Check whether the article is available online, as this will then be accessible to your readers.

3.5.2 Television or radio (broadcast)

The truth about teachers (2001) *Panorama* (broadcast date 1 March 2001) [television programme]. London: BBC.

If you do not need to refer to the broadcast as an event, then check whether the programme is available online or as a podcast, as this will then be accessible to your readers.

3.5.3 Film

Running with scissors (2007) Directed by: Ryan Murphy. Los Angeles, USA. [35mm film]. LA: Sony Pictures.

3.5.4 Recorded media (not web-based)

Cognitive development (1998) [video: VHS]. Abingdon: Educational Video Ltd.

If the media is part of a series, then the series title should go before the date in plain text (see TV or radio broadcast), with the specific title placed after the date in italicised text. If known, the director's name should follow the date (see films).

3.5.5 CD/DVD-ROM

Corbyn, J.C. (2002) In: *WebLines: the Internet education resource* [CD-ROM]. Utah: University of Utah.

3.6 Conferences

3.6.1 Conference proceedings (paper)

International Bakhtin Conference (2006) Proceedings of the XII International Bakhtin Conference, University of Jyvaskyla, Finland, 24-31 July 2005. Department of Languages, University of Jyvaskyla, Finland.

The date in brackets is the date of publication. This may be different from the conference date. You should include both. If proceedings are unpublished, the word 'unpublished' should replace publishers' details.

3.6.2 Online conference proceedings or abstracts

Carter, S. and Campion, L.M. (2002) Evaluating learning resources for reusability. *20th INVICTA conference proceedings* [online]. Available at: http://www.invicta.org.my/conferences/kualalumpur02/proceedings/papers/451pdf [Accessed 12 November 2012].

3.6.3 Conference paper or abstract

McArdle, G. and Monahan, T. (2008) Using virtual reality to learn and socialise online. In: Montgomerie, C. and Seale, J. (Eds.) *Proceedings of Ed-Media 2007, 25-29 June 2007, Vancouver BC, Canada.* Chesapeake, VA: Association for the Advancement of Computing in Education, p.76.

The date in brackets is the date of publication. This may be different from the conference date. You should include both. If proceedings are unpublished, the word 'unpublished' should replace publishers' details.

3.6.4 Unpublished conference paper

If you have attended a conference paper presentation, which has not been published in any form, you can reference this as shown in this example:

> Bailey, M. (2011) Study support policy and out-of-lesson learning in England: making sense of (extra) curricular initiatives, paper presented at *British Educational Research Association Annual Conference*, London, 6-8 September.

The date in brackets is the date of publication. The exact dates of the conference are given at the end of the reference.

3.7 Government and official documents

3.7.1 Documents produced by organisations

If there is no individual author, the name of the organisation is used as the author and publisher.

> The Commission on Children at Risk (2003) *Executive summary of "Hardwired to connect: the scientific case for authoritative communities".* London: CCR.

3.7.2 Government report

> Department of Health (1999) *Saving lives: our healthier nation.* Cmnd 4386. London: HMSO.

This Government Report is a Command paper and, in this case, you should list the Command number with the abbreviation 'Cmnd'.

3.7.3 Act of Parliament

Acts of parliament are listed by the title of the act. You need to include the chapter of the Act in brackets. The country that produced the Act should also be included.

> *Adoption of Children Act 2002* (c.30). Great Britain. London: HMSO.

3.7.4 Parliamentary Bill

Parliamentary Bills are listed by the title of the bill.

> *Adoption and Children Bill.* HC Bill (2001-2002) [119]. Great Britain. London: HMSO.

HC stands for House of Commons. It is replaced by HL for a House of Lords Bill. The date shown is the Parliamentary session. The number in rectangular brackets is the Bill number.

3.8 Thesis or dissertation

> Abdullah, G. (2003) *Assessing learning needs for intensive care nurses working in Saudi Arabia.* MSc Dissertation. University of Nottingham.

You must include the level of academic qualification and the awarding body, in this case University of Nottingham. If it is available online, give the URL and access date.

3.9 Personal or private communication

This relates to unpublished written or verbal communications. You should obtain permission from the author of the communication.

> Sharma, N. (2010) Private communication

If possible, and if you have permission, include a copy of the communication as an appendix and reference as shown in the second example:

Sharma, N. (2010) Personal communication (appendix 3).

If the communication was via email, you can reference it as in this example:

Thompson, P. (2010) *Re: Web 2.0.* Email to T. Westrik, 12 January.

Before using an email as a reference, you must first check with the author of the email that they are happy for you to do so. If it is an email sent from a work address, you may also need to check whether it is the property of the organisation, rather than the author.

3.10 Your own previous assignment

You should not recycle previous coursework in an assignment, but you may want to refer to your previous work or quote from it. For example, your current assignment or dissertation may build on work you did for one of your previous modules. If this is the case, then the in-text citation should consist of your name and the date of submission. The reference should be formatted as in this example:

Li, Q. (2018) *Pupil perspectives on enhancing extra-curricular provision*, submitted to The University of Nottingham as assessment for XX4W38 Practice-based inquiry.

3.11 Sources in languages other than English

If English is not your only language, you may want to use sources that are written in another language. This may be because you can read a text in the original, rather than in translation, or because the sources are relevant to your own context and are not available in English.

You should reference the exact source used, in the same format that you would use for a source written in English.

For example:

Bourdieu, P. (1980) *Le sens pratique.* Paris: Éditions de Minuit.

However, the source may be written using another script, for example Japanese as in the following title:

PISA で 教育の何が変わった日本の場合

If this is the case, you should transliterate (not translate) the reference into English script. You should include only the transliterated reference, not the original in your references list:

Matsushita, K. (2010) *PISA de kyōiku no nani ga kawattaka nihon no baai.* CRET Symposium Report. Center for Research on Educational Testing, Japan [online]. Available at: https://www.cret.or.jp/files/4c2f15b6b31fa47754e2cd22f1f0559f.pdf [Accessed 25 April 2016].

Most versions of Harvard do not require an English translation of a foreign language title, whether in the original language or transliterated. However, we recommend that you do provide a translation (in square brackets) if it makes the reference more meaningful for those who do not know the original language.

Matsushita, K. (2010) *PISA de kyōiku no nani ga kawattaka nihon no baai.* [What has changed in Japanese education after introducing PISA] CRET Symposium Report. Center for Research on Educational Testing, Japan [online]. Available at: https://www.cret.or.jp/files/4c2f15b6b31fa47754e2cd22f1f0559f.pdf [Accessed 25 April 2016].

4   Acknowledgements and resources for further guidance

The original version of this was adapted from the University of Nottingham Centre of Excellence in Teaching & Learning Reusable Learning Object *Referencing your work using Harvard,* developed by the School of Nursing and Academic Division of Midwifery (2011):

https://www.nottingham.ac.uk/nmp/sonet/rlos/studyskills/harvard/index.html

There are several, slightly different, versions of Harvard, so make sure that you follow the format shown in this guide.

It is very useful to be able to download a Harvard citation for a source listed in NUSearch or Google Scholar, but you will need to reformat the reference you download, for example putting the date in brackets. You may also need to check and adjust the format slightly when using automated referencing systems, such as Endnote, or web-based referencing sites such as Cite This For Me.

There are many Harvard guides available on the internet, produced by different universities. Again, you need to check the finer details of formatting and edit accordingly. We recommend two that are useful:

The *Referencing guide at the University of Manchester: Harvard Manchester* (University of Manchester, 2018) is a good web-based guide. This is almost identical to our version of Harvard, but there are some slight differences in punctuation of references. You can access this here:

http://subjects.library.manchester.ac.uk/referencing/referencing-harvard

The *OU Harvard guide to citing references* (Open University, 2014) includes a very wide range of types of sources and is available as a downloadable pdf. We have drawn on this in showing how to reference online teaching materials. However, please note that there are differences in punctuation (for example, of publisher details). You can use their examples as a model, but will need to edit slightly to comply with the University of Nottingham version of Harvard. You can download the OU Harvard guide here:

http://www.open.ac.uk/libraryservices/documents/Harvard_citation_hlp.pdf

5   References

School of Nursing and Academic Division of Midwifery (2011) *Referencing your work using Harvard*. CETL Reusable Learning Objects, University of Nottingham [online]. Available at: http://www.nottingham.ac.uk/nursing/sonet/rlos/studyskills/harvard/index.html [Accessed 3 September 2018].

The Open University (2014) *OU Harvard guide to citing references* [online]. Available at: http://www.open.ac.uk/libraryservices/documents/Harvard_citation_hlp.pdf [Accessed 3 September 2018].

University of Manchester (2018) *Referencing guide at the University of Manchester: Harvard Manchester* [online]. Available at: http://subjects.library.manchester.ac.uk/referencing/referencing-harvard [Accessed 3 September 2018].