

**A Guide to  
The Harvard Style of Referencing**

**Ian Fyfe  
Higher and Community Education  
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# CONTENTS

How to use this guide	4
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## Part 1 - Introduction

1.1	Why should I acknowledge my sources?	5
1.2	Plagiarism	5
1.3	Why the Harvard style of citing and referencing?	7
1.4	Language explained	7
1.5	Note-taking to aid referencing	7
1.6	When should I acknowledge my sources?	8
1.7	How do I integrate my sources into my writing?	9
1.8	When no date is available for source material	9

## Part 2 - Citations in the text

2.1	Citing within your text	10
2.1.1	Information Prominent	10
2.1.2	Author Prominent	11
2.1.3	If there are two authors	11
2.1.4	If there are more than two authors	11
2.1.5	If an author has published several documents in the same year	11
2.2	Direct quotations from a source text	11
2.2.1	Short quotations	11
2.2.2	Long quotations	12
2.2.3	Citing speeches	12
2.3	Citing an author's work described in another work	12
2.4	Information found in more than one source	13
2.5	Personal Communication	13
2.6	Classical Works	13

## **Part 3 - Compiling a Reference List**

<b>3.1</b>	<b>List of References – Books</b>	<b>14</b>
3.1.1	Books with more than one edition	14
3.1.2	Books that have been reprinted	14
3.1.3	Books with two authors	15
3.1.4	Books with more than two authors	15
3.1.5	Books with one or more editor(s)	15
3.1.6	Chapters in books	15
3.1.7	Diagram(s) within a book	15
<b>3.2</b>	<b>List of References – other printed sources</b>	
3.2.1	Journal articles	15
3.2.2	Newspaper articles	16
3.2.3	Papers in conference proceedings	16
3.2.4	Publications from government body	16
3.2.5	Reports known by the name of the chairperson or person responsible for the inquiry	16
3.2.6	Reports known by their title rather than name of the author/s	16
3.2.7	Theses and dissertations	17
<b>3.3</b>	<b>List of References – Electronic</b>	<b>17</b>
3.3.1	Electronic Journal article	17
3.3.2	Online Newspaper articles	17
3.3.3	Web Pages	17
3.3.4	Weblogs (Blogs)	18
3.3.5	Wiki	18
3.3.6	Online video (youtube)	18
3.3.7	Podcasts	18
<b>3.4</b>	<b>List of References – Audiovisual</b>	<b>18</b>
3.4.1	Media (video, film, or broadcast)	18
3.4.2	A television or radio broadcast	18
3.4.3	Individual contributors or interviewees in	

media broadcast	19
3.5 References — Lecture notes	19
3.6 References – Reference Works	19
3.6.1 Dictionaries/Encyclopaedias	19
Example of List of References	20

### How to use this guide

This guide to the Harvard style of citing and referencing is intended to provide easy access to examples of the range of source material commonly used in assessed written work. The guide is not necessarily an exhaustive list but has been compiled in response to the experiences of students and staff in the department of Higher and Community Education. This document provides a consistent reference point to aid both the writing and marking of assessed academic work.

The guide is set out in three sections. Part 1 is an introduction to the underlying principles of citing and referencing. Here we also consider the idea of plagiarism and how effective use of the Harvard system can help avoid misrepresentation of source material. In Part 2, the guide sets out examples of in-text citation whilst Part 3 is concerned with compiling a list of references.

The detailed numbering system supports quick and easy searching.

Throughout the text in Parts 1, 2 and 3 are notes that highlight key points to consider in citation and referencing source material.

Attached as an appendix, **Harvard at a Glance** gives a summary of the various styles of in-text citation and references described in the guide.

# Part 1 - Introduction

## 1.1 Why should I acknowledge my sources?

At the University of Edinburgh a large percentage of your written work is based on the ideas of other writers. Therefore, it is important to let the reader of your writing know where you found your ideas. Whenever you have taken something from another author (that is, you have taken an author's theory, opinion, idea, example, conclusion, or findings), you must say *where* the original can be found. In other words, you must *acknowledge* and *cite* your sources.

When you reference correctly you are demonstrating that you have read widely on a topic. You are also supporting your hypothesis or argument with comments from expert authors. This lends credibility to your own work. Also, by correctly referencing, you allow the marker or reader to follow-up your references and to check the validity of your arguments for themselves. This is an important part of the academic process as it leads to student accountability, as well as enhancing the quality of your written work.

Failure to properly reference may lead the reader to think that you are claiming someone else's work as your own. In the academic environment, we call this plagiarism and it is seen as a very serious offence.

**1.2 Plagiarism** (from the Latin *plagiarius* meaning a kidnapper, literary thief) is the submission of an item of assessment containing elements of work produced by another person(s) in such a way that it could be assumed to be the student's own work. Most instances of plagiarism are unintentional. For example, when preparing your assignment you may write down a direct quotation from a book but later forget

to use quotation marks in the text or omit to include the book in the list of references. Plagiarised work may belong to another student or be from a published source such as a book, report, journal or material available on the internet.

Examples of plagiarism are:

- the verbatim copying of another person's work without acknowledgement
- the close paraphrasing of another person's work by simply changing a few words or altering the order of presentation without acknowledgement
- the unacknowledged quotation of phrases from another person's work and/or the presentation of another person's idea(s) as your own.

**Paraphrasing** is rewording of a sentence, paragraph or other phrase from a source text. Copying or close paraphrasing with occasional acknowledgement of the source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own.

**NOTE: If you think about where you found your information and reference your work properly, then accidental plagiarism can be avoided.**

### **How can I avoid plagiarism?**

Remember, the responsibility to avoid plagiarism lies with the writer, so:

- Cite and reference all sources used for your assignment.
- Always put direct in-text quotes in quotation marks ('...') and indent quotes of significant length so they stand out from the rest of the text (no need to use quotation marks for large indented quotes). This marks them as not your own words (**see 2.2**).
- Always ensure that any acknowledged sources within the text are shown in full within the list of references at the end of your paper.
- Where paraphrasing another author's work always acknowledge them as the source of the ideas.
- Do not leave writing your assignment until the last minute, in order to avoid 'panic' plagiarism.
- Always ask your lecturer or tutor for clarification if you are unsure of how to cite or reference correctly for an assignment.

### 1.3 Why the Harvard style of citing and referencing?

A standard system of citing and listing references makes it easier to trace academic and other knowledge efficiently. There are a number of systems for referencing but in this department we prefer the Harvard System.

This system was developed in the USA and grew in popularity during the 1950s and 1960s, especially in the physical and natural sciences and more recently the social sciences. Over several decades it has become the most common system in use internationally and is frequently the standard house style for academic journals. The Harvard system has advantages of flexibility, simplicity, clarity and ease of use both for author and reader. References are listed alphabetically at the end of your assignment and cited in the body of the text so there is no third place to look such as footnotes and chapter references, which are features of other systems.

### 1.4 Language explained

**Citing** means formally recognising, within your text, the resources from which you have obtained information. **Citation** is the practice of referring to the work of other authors in the text of your own piece of work. Such works are cited to show evidence both of the background reading that has been done and to support the content and conclusions. Each citation requires a **reference** at the end of the work; this gives the full details of the source item and should enable it to be traced. Referring accurately to such source materials is part of sound academic practice and an essential skill for successful study.

### 1.5 Note-taking to aid referencing

When you are searching the literature on your chosen subject, it is important to save or note down precisely all the details of the references to source material. If you don't do this, you may not be able to trace accurately the sources you need and you will have additional work when you need to list these references. A suggestion when taking notes is to use a separate page for each new book, journal article, or electronic source. At the top of each page, clearly record the following information for future reference.

For **books**, record:

- The author's or editor's name (or names)
- The year the book was published
- The title of the book
- If it is an edition other than the first
- The city the book was published in
- The name of the publisher
- Page range for an authored chapter within an edited collection

For **journal articles** record:

- The author's name or names
- The year in which the journal was published
- The title of the article
- The title of the journal
- The page number/s of the article in the journal
- As much other information as you can find about the journal, for example the volume and issue numbers

For **electronic resources**, try to collect the information as listed above if it is available, but also record:

- The date you accessed the electronic source
- The electronic address or email
- The type of electronic resource (email, discussion forum, WWW page, etc.)

**NOTE: when you are taking notes, if you copy direct quotations or if you put the author's ideas in your own words, write down the page numbers you got the information from. Backtracking to find details of page numbers at a later date can be time consuming and often the source publications are no longer readily available.**

## 1.6 When should I acknowledge my sources?

You should acknowledge your sources whenever you use accessed information:

- as your inspiration

- as the source of a theory, argument or point of view
- for specific information such as statistics, examples or case studies
- for direct quotations (using the author's exact words)
- to paraphrase or summarise an author's work.

### **1.7 How do I integrate my sources into my writing?**

When you are taking something from another source, you are taking it out of its original context and putting it into a new context – your own assignment. You must make sure it fits properly into this new context. This means:

- it must be relevant to your argument
- it must join neatly with what comes before and after
- it must make logical and grammatical sense.

### **1.8 When no date is available for source material**

An essential element of the Harvard system is recording the publication date of source material. However there are occasions when the date is unknown. For example, this is often the case with online articles. Also, when work is in the process of being published the words 'in press' can be used in place of the date in any citation of that work.

If no date can be established you can use n.d. e.g. Smith (n.d.)

If the date can be established but only approximately you should use Smith (c.2001)

If work is in the process of being published use Smith (in press)

## Part 2 - Citations in the text

### 2.1 Citing within your text

The Harvard system of citation is a straightforward method of acknowledging other people's work; initially all you need to do is mention the author and date of publication in the text of your work. All ideas taken from another source regardless of whether directly quoted or paraphrased need to be referenced in the text of your assignment. To link the information you use in your text to its source (book, article, etc.), put the author's name and the year of publication at the appropriate point in your text. So, at each point in the text where you refer to a particular document, insert the author's surname and publication year in brackets. The reader can then easily locate the full description of the item you have cited by referring to the alphabetical list of references provided at the end of your document. This system has the advantages of showing at a glance the specific source used and how recent or contemporary the information might be.

There are two main ways to use in-text citation; **information prominent** where the focus is on the information from source material. And **author prominent** when the emphasis is placed on the author.

#### 2.1.1 Information Prominent: If the author's name does not naturally occur in your writing, put the author's surname and date in brackets.

There is some evidence (Jones 1992) that these figures are incorrect.

Or

There is some evidence that these figures are incorrect (Jones 1992).

**2.1.2 Author Prominent: If the author's name is part of the statement, put only the year in brackets:**

Jones (1992) has provided evidence that these figures are incorrect.

**2.1.3 If there are two authors, give both:**

It is claimed that government in the information age will 'work better and cost less' (Bellamy and Taylor 1998, p. 41).

**NOTE: if you are giving a direct quotation then you always need to include the page number from the source material.**

**2.1.4 If there are more than two authors**

Cite only the first named author followed by 'et al.' (which means 'and others'):

...adoptive parents were coping better with the physical demands of parenthood and found family life more enjoyable (Levy et al. 1991).

**NOTE: all relevant author names should be given in your reference list. (see 3.1.4)**

**2.1.5 If an author has published several documents in the same year**

Distinguish between them by adding lower-case letters:

In recent studies by Smith (1999a, 1999b, 1999c)...

**2.2 Direct quotations from a source text**

Material quoted from another author's work or your own previous work should be reproduced word for word. If you are directly quoting another author's work in your own this should be enclosed in quotation marks ('...') together with the page numbers the quotation is taken from. If details of parts of the document are required for example, page numbers, track or title numbers of sound recordings, these appear after the date within brackets. The abbreviations are: page (p.), range of pages (pp.), section (s.) or range of sections (ss.).

**2.2.1 Short quotations** (quotations of around 40 words or less)

These should be incorporated into the text of your assignment and enclosed in quotation marks ('...').

Young people became activists for many reasons but, ‘often out of a clear sense of political, economic, social or environmental injustice’ (Smith 2008, p.20)

### **2.2.2 Long Quotations** (quotations of more than 40 words)

Longer quotations should be displayed in a block of text, indented from the left margin, with no quotation marks. This block quotation can also be displayed in single spacing or in a smaller font size. The main objective is to clearly illustrate that the text quoted is from another source.

Smith and Jones (2003) found that:

The apparent apathy of young people toward formal conventional political parties and representative democracy is balanced by their gravitation to collective actions linked to more informal social movements. Participation in these movements provides young people with an arena for collective political learning and expression, as well as a vehicle for the exploration of their role as active citizens (p.113).

### **2.2.3 Citing speeches and lectures**

When quoting spoken word directly into your text use speech marks (“...”) to indicate the quotation.

During his inaugural speech Obama (2009) proclaimed “I stand here today humbled by the task before us”.

### **2.3 Citing an author’s work described in another work**

When an author quotes or cites another author and you wish to cite the original author you should first try to trace the original item. However, if this is not possible, you must acknowledge both sources in the text, but only include the item you actually read in your reference list. For example, if Jones discusses the work of Smith you could use:

Smith (2005) as cited by Jones (2008) or Smith’s 2005 study (cited in Jones 2008, p.156) shows that...

*(Then cite Jones in full in your reference list.)*

#### **2.4 Information found in more than one source**

If you find information in more than one source, you may want to include all the references to strengthen your argument. In which case, cite all sources in the same brackets, placing them in order alphabetically. Separate the references using a semi-colon (;).

Several writers (Biggs 2006; Jones 2004; Smith 2008) argue...

#### **2.5 Personal Communication**

A personal communication can be a letter, memo, email, fax, an interview, an informal conversation or a telephone call. They should be included within the text but not generally in the reference list as the reference is not traceable.

In an email on 23rd July 2007 J. Brown stated that... (personal communication)

or

In a conversation on 25th March 2008 B. Jones confirmed that... (personal communication)

#### **2.6 Classical Works**

Principal classical works such as the Bible and Koran/Qur'an should only be included in the text and not in the reference list. Appropriate details should be included but no year should be included.

'Remain in me, and I will remain in you. No branch can bear fruit by itself' (John 15:4, New International Version).

## Part 3 - Compiling a Reference List

A full list of source references used in an assignment should appear at the end of your work. This list is arranged alphabetically usually by author. In the examples listed below, the source (e.g. title) has been *italicised*; you can also emphasise the source by underlining or typing in **bold**. Either style is acceptable; the important factor is that you are consistent throughout your reference list.

### 3.1 List of References – Books

Essential features: provide the author name, year of publication and title of book.

Record the edition, place of publication and publisher (s).

Freire, P. (1972) *Pedagogy of the oppressed*. London: Penguin.

#### 3.1.1 Books with more than one edition

It is important to clearly record the edition of the source book referenced. Some popular academic texts can be edited several times, and as a result the content changes significantly. For example, this can affect the page numbers listed for direct quotations which may differ across editions.

Dalton, R.J. (2006) *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, 4<sup>th</sup> Edition. Washington DC: CQ Press.

#### 3.1.2 Books that have been reprinted

To meet demand, the same edition of a book is often reprinted several times. It is therefore important that you show the correct publication date for the source text, this is the latest date normally shown in the inside cover. There is no need to record the fact that a source book has been reprinted in the list of references.

### 3.1.3 Books with two authors

Furlong A. & Cartmel, F. (1997) *Young People and Social Change: Individualisation and Risk in Later Modernity*. Buckingham: Open University Press.

### 3.1.4 Books with more than two authors

Whilst the abbreviation 'et al' is used in the citation of publications with more than two authors (see 2.1.4), the names of all the respective authors should be given in the list of references.

Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education* (5<sup>th</sup> Edition). London: Routledge Falmer.

### 3.1.5 Books with one or more editor(s)

Include the abbreviation (ed. for a sole editor) or (eds. for two or more editors) after their name.

Jeffs, T. & Smith, M. (eds.) (1990) *Using Informal Education*. Milton Keynes: Open University Press.

### 3.1.6 Chapters in books

A key requirement for referencing book chapters is to identify the actual book title and editor(s) as well as the page range (pp.) for the chapter referenced.

Johnson, R. (1993) Really Useful Knowledge, 1790 – 1850. Thorpe, M., Edwards, R. & Hanson, A. (eds.) *Culture and Processes of Adult Learning*. London: Routledge, Open University, pp. 17-29.

### 3.1.7 Diagram(s) within a book:

Lewin, K. (1951) Lewin's experiential learning model [Diagram]. Ord, J. (2007) *Youth Work Process, Product and Practice*. Lyme Regis: Russell House Publishing, p.68.

## 3.2 List of References – other printed sources

### 3.2.1 Journal articles

Saha, L. J. (2000) Education and Active Citizenship: Prospects and Issues. *Educational Practice and Theory*. vol. 22, No. 1, pp. 9-20.

### 3.2.2 Newspaper articles

Brown, P. (2002) New foot and mouth outbreak suspected. *Guardian*, 27th Feb., p. 1.

### 3.2.3 Papers in conference proceedings

Collin, P. (2007) Policies for youth participation and the development of new political identities. *Are We There Yet? National Youth Affairs Conference Proceedings: Report*. Melbourne: Youth Affairs Council of Victoria (YACVic), pp. 11-18.

### 3.2.4 Publications from government body

Scottish Executive (2004) *Working and Learning Together to Build Stronger Communities: Scottish Executive Guidance for Community Learning and Development*. Edinburgh: Scottish Executive.

**NOTE: where the author is a government body, they become the author. If an official report has individual authors these should not be used, instead use the official body.**

### 3.2.5 Reports known by the name of the chairperson or person responsible for the inquiry

HMSO (1975) *Adult Education: The Challenge of Change (The Alexander Report)*. Edinburgh: Her Majesty's Stationary Office.

### 3.2.6 Reports known by their title rather than name of the author/s

Home Office (1999) *The Stephen Lawrence Inquiry: Report of an Inquiry into the matters arising from the death of Stephen Lawrence*. London: The Stationery Office, Cm 4262-I.

**NOTE: Official government reports such as green papers, white papers and acts of parliament are often known by short, 'popular' titles typically taken from the name of the person who chaired the group which produced the document. To reference one of these items, you will need to provide its full, official title and publishing details. Generally, white papers contain statements of Government policy while green papers put forward proposals for consideration and public discussion. They are cited in the same way.**

### 3.2.7 Theses and dissertations

Morsillo, J. E. (2006) *Social Action by Youth: Creating a Sense of Community*. Unpublished Thesis (PhD), Victoria University.

### 3.3 List of References – Electronic

If you are referencing an electronic journal article, newspaper article or book, use the standard referencing format described in section 3.1 above. In addition the URL (WWW.....) should be shown, together with the date the source was accessed.

**NOTE: As dates are not always available for web pages, if this is the case use (n.d.) where n.d. represents no date so that the reader knows you have omitted this element. See 1.8**

#### 3.3.1 Electronic Journal article

If you are referencing an electronic journal article, use the standard referencing format as above (3.2.1) with the inclusion of an URL and access date.

Rodriguez, M. A. & Watkins, J. H. (2009) - Revisiting the Age of Enlightenment from a collective decision making systems perspective. *First Monday*, Volume 14, Number 8, 3rd August 2009.  
<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2584> [Accessed 6th August 2009].

#### 3.3.2 Online Newspaper articles

Newspaper articles taken from the Internet or a database should be cited as print using the rules above (3.2.3) with the addition of URL and access date.

Shephard, J. (2009) Scottish teenagers pass exams in record numbers. *Gaurdian Online*, <http://www.guardian.co.uk/education/2009/aug/05/scottish-exam-success>. [Accessed 6th August 2009].

#### 3.3.3 Web Pages

University of Edinburgh Information Services (2009) *Edinburgh University Library Guide for New Users*. <http://www.lib.ed.ac.uk/howto/begin.html> [Accessed 6th August 2009]

### 3.3.4 Weblogs (Blogs)

BBC News Blether with Brian (2009) *Devolution poll*. Monday 29 June 2009. [Online blog].

[http://www.bbc.co.uk/blogs/thereporters/briantaylor/2009/06/devolution\\_poll.html](http://www.bbc.co.uk/blogs/thereporters/briantaylor/2009/06/devolution_poll.html)

[Accessed 7th August 2009]

### 3.3.5 Wiki

The Freire Project (2009) *Critical Pedagogy: Where are we now?* [Online Wiki]

<http://freire.mcgill.ca/content/welcome-critical-pedagogy-wiki>. [Accessed 7th August 2009]

### 3.3.6 Online video

Obama, B (2009) *Inauguration and Address* [Online Video]

<http://www.youtube.com/watch?v=VjnygQ02aW4> [Accessed 31<sup>st</sup> July 2009]

### 3.3.7 Podcasts

BBC Radio 4 Weekly Political Review (2009) *Beyond Westminster* 01 August 2009.

[Online Podcast] <http://www.bbc.co.uk/podcasts/series/wpr>. [Accessed 7th August 2009].

## 3.4 List of References - Audiovisual

### 3.4.1 Media (video, film, or broadcast)

*Rebel Without a Cause* (1983) Film. Directed by Nicholas Ray. USA: Warner Bros.

### 3.4.2 A television or radio broadcast

Should include the date and time of broadcast and the episode number where possible.

*Too Young to Vote* (2009) TV. BBC 3. Tue 4 Aug 2009, 21:00 hrs.

or *Doctor Who* (2008) Episode 8, Silence in the library. TV. BBC1. 31st May, 1900 hrs

or *Book of the week* (2008) The Atlantic Ocean. Radio. BBC Radio 4. 21st July, 0945 hrs

### 3.4.3 Individual contributors or interviewees in media broadcast

Brown, G. (2008) Interview. *Today Programme*. Radio. BBC Radio 4. 15th May, 0810 hrs.

### 3.5 References - Lecture notes

Fyfe, I. (2008). *Youth Work as Educational Practice* Lecture Slides, 30<sup>th</sup> January 2008. Downloaded from First Class. [Accessed 1<sup>st</sup> February 2008].

### 3.6 References – Reference Works

#### 3.6.1 Dictionaries/Encyclopaedias

If an encyclopaedia entry has a named author then the format for a chapter in a book should be used with the addition of the encyclopaedia volume number if necessary.

Marshall, G. (ed.) (1994) *Marxism*. The Concise Oxford Dictionary of Sociology, Oxford: Oxford University Press. pp. 311-312.

If there is no author then the title (e.g. Oxford English Dictionary) should be used both within the text and in the reference list.

*The Oxford English Dictionary* (1989) Vol. 3, Oxford: Clarendon Press.

### Example of List of References

- Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education* (5<sup>th</sup> Edition). London: Routledge Falmer.
- Collin, P. (2007) Policies for youth participation and the development of new political identities. *Are We There Yet? National Youth Affairs Conference Proceedings: Report*. Melbourne: Youth Affairs Council of Victoria (YACVic), pp. 11-18.
- Dalton, R.J. (2006) *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, 4<sup>th</sup> Edition. Washington DC: CQ Press.
- Freire, P. (1972) *Pedagogy of the oppressed*. London: Penguin.
- Furlong A. & Cartmel, F. (1997) *Young People and Social Change: Individualisation and risk in later modernity*. Buckingham: Open University Press.
- Fyfe, I. (2008). *Youth Work as Educational Practice* Lecture Slides, 30<sup>th</sup> January 2008. Downloaded from First Class. [Accessed 1<sup>st</sup> February 2008].
- Home Office (1999) *The Stephen Lawrence Inquiry: Report of an Inquiry into the matters arising from the death of Stephen Lawrence*. London: The Stationery Office, Cm 4262-I.
- Jeffs, T. & Smith, M. (eds.) (1990) *Using Informal Education*. Milton Keynes: Open University Press.
- Johnson, R. (1993) Really Useful Knowledge, 1790 – 1850. Thorpe, M., Edwards, R. & Hanson, A. (eds.) *Culture and Processes of Adult Learning*. London: Routledge, Open University, pp. 17-29.
- Lewin, K. (1951) Lewin's experiential learning model [Diagram]. Ord, J. 2007 *Youth Work Process, Product and Practice*. Lyme Regis: Russell House Publishing, p.68.
- Saha, L. J. (2000) Education and Active Citizenship: Prospects and Issues. *Educational Practice and Theory*. vol. 22, No. 1, pp. 9-20.
- University of Edinburgh Information Services (2009) *Edinburgh University Library Guide for New Users*. <http://www.lib.ed.ac.uk/howto/begin.html> [Accessed 6th August 2009].

**Material in this guide was adapted from the following documents:**

Anglia Ruskin University (2008) *Guide to the Harvard Style of Referencing*.  
Cambridge: Anglia Ruskin University Library.

Bamber, J. & Tett, L. (nd) *A Guide to Referencing*. Edinburgh: Higher and  
Community Education, Moray House School of Education.

De Montfort University (2008) *The Harvard system of referencing*. Leicester:  
Department of Library Services, De Montfort University.

Leeds Metropolitan University (2004) *Quote, Unquote: The Harvard Style of  
referencing published material* (4<sup>th</sup> edition). Leeds: Skills for Learning,  
Leeds Metropolitan University.

University of Canberra (2007) *An abridged guide to referencing*. Canberra: Library  
and Academic Skills Program, University of Canberra.

University of Edinburgh Information Services (2007) *Citing References: why and how  
to do it*. Edinburgh: JCM Library, University of Edinburgh.

University of Exeter (2001) *Referencing – The Harvard System*. Exeter: Department  
of Lifelong Learning, University of Exeter.

University of Sheffield (2007) *Harvard referencing guide*. Sheffield: The University  
Library, University of Sheffield.

University of Stirling (nd) *Citing References and Avoiding Plaiigerism*. Stirling:  
Information Services, University of Stirling