

Student Discipline

Being a student confers many rights and privileges. Amongst these, students are accorded a great deal of freedom, which arises from membership of an academic community in which teaching, learning and research, and also tolerance and equality of opportunity, are of the utmost importance. This community can only function if the rights of each individual are carefully balanced against those of other individuals, and where others' rights to study are respected. Where this principle is transgressed, there is a liability to disciplinary proceedings. In taking disciplinary action, Glasgow dental academy may consider matters such as the protection of health or morals, and the protection of the rights and freedoms of others.

The ACE's disciplinary procedures seek to deal with student discipline clearly, promptly, and fairly. Our Malpractice and Maladministration policy is based upon EduQual's own policy.

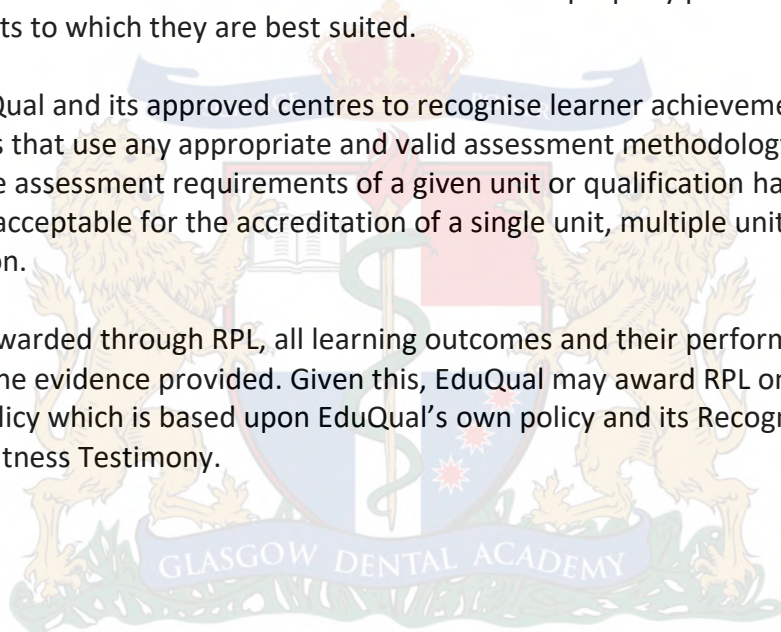


Recognition of Prior Learning (RPL)

RPL can lead to the award of credit to a learner without the necessity for that learner undertaking a traditional programme of learning for one or more units of a given qualification. The RPL process considers whether or not a learner possesses (through existing experience and skills) the evidence of knowledge and understanding necessary to achieve stated learning outcomes. This could be a transfer of credit from formal learning programmes; for example, credit transfer using the Scottish Credit and Qualifications Framework (SCQF), or the recognition of experience gained through employment. RPL is therefore attractive both to learners with prior experience and skills, and to those EduQual-approved centres that maintain their own ROL policy. This can be beneficial in the marketing of qualifications through brochures and prospectuses, and ultimately to the recruitment of potential learners. RPL enables learners to be properly placed on accredited qualifications/units to which they are best suited.

RPL enables EduQual and its approved centres to recognise learner achievement from a range of activities that use any appropriate and valid assessment methodology. On the condition that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for the accreditation of a single unit, multiple units, or even an entire qualification.

For a unit to be awarded through RPL, all learning outcomes and their performance criteria must be met by the evidence provided. Given this, EduQual may award RPL on a unit by unit basis. Our RPL policy which is based upon EduQual's own policy and its Recognition of Prior Learning (RPL) Witness Testimony.



Plagiarism and Academic Dishonesty

Plagiarism defined as: 'the unacknowledged use of another's work as if it were one's own'. Plagiarism is the act of copying the language, thoughts or images of another's work without acknowledging the source, or representing other's work as if it were your own original work. This is not acceptable practice and is considered 'academic dishonesty'.

Examples of plagiarism are:

- Direct copying from textbooks, journals etc. without full acknowledgement of the true author;
- Paraphrasing someone's work without acknowledgement; and/or
- Copying someone's work.

In addition, the following are examples of serious academic dishonesty:

- Fabricating or falsifying data; and/ or
- Cheating: e.g. submitting work that has already been used in another course.

To avoid plagiarism, students must ensure that all sources of information used in course assignments are cited correctly and appropriately, using Vancouver style academic referencing. Information sourced from websites must also be correctly cited.

Glasgow dental academy has a strict policy on plagiarism and regards intentional plagiarism and/or academic dishonesty as serious offences. Any cases will be punished with a range of penalties depending on the severity of the case. Penalties for plagiarism and academic dishonesty can vary from;

- A course warning for a trivial or minor lapse;
- A reduction in marks or a fail in a specific assignment;
- The academic award being withheld; and/ or
- Exclusion from the course or refusal to award a Diploma.

Either measure may result in the failure/non-achievement of a learner. Our policy on plagiarism is based upon EduQual's own policy.

Malpractice policy

Malpractice may be defined as: “Any deliberate activity, neglect, default or other practise that compromises the integrity of the assessment process and/or validity of achievement and certification”. Such practise can include for example:

- Plagiarism in the written work of learners
- Cheating and/or copying in examinations and tests
- Fraudulent certificate claims
- Falsification of assessment and verification records

Our Malpractice and Maladministration policy is based upon EduQual’s own policy.



Equality, Diversity and Disability Policies

We aim to provide education of excellent quality at postgraduate level for a diverse range of students, whatever their background. Our admissions policy promotes equal opportunities, while selecting students with the ability and motivation to benefit from the courses, which they intend to follow. Our Equality, Diversity and Disability Policy is based upon EduQual's own policy.



Complaints and Appeals

Student Complaints and Whistleblowing

Our Complaints Procedure aims to provide an accessible, quick, straightforward, and informal method of resolving student complaints, with the option of a more formal, written, procedure in serious cases after all efforts for local resolution of the issues have been attempted. Any student enrolled with Glasgow dental academy courses is entitled to use the complaints procedure, without concern that they will be disadvantaged as a result. Due regard to privacy, confidentiality, and the interests of any third parties will be borne in mind as appropriate. Our complaint and Whistleblowing policies are based upon EduQual's own policy.

The Appeals Process

Learners undertaking Glasgow dental academy courses have access to a centre appeals process that allows them to challenge any assessment they regard as unfair. We follow a local Guide to the Appeals Procedure along with EduQual's Appeals policy.

Understanding the difference between 'Complaints' and 'Appeals'

A complaint is 'a specific concern about the provision of a programme of study or related academic service, including teaching and academic facilities. An appeal is different, "it is a request for a review of the decision of an academic body charged with making decisions on student progression, assessment and awards etc.". Complaints will be considered under the Complaints procedure. However, if a complaint is deemed by the General Manager's Office to be an appeal, we may then deal with it under the appropriate Appeal procedures or another appropriate mechanism.

UK Data Protection Act

The Data Protection Act 1998 governs the way that personal information is held and used. All personal information, which is provided to us is handled in a manner that is compliant with legislation relating to the Data Protection Act 1998. This means that personal data is treated sensitively and confidentially wherever possible and with the data provider's consent. Our Confidentiality and Privacy policy are based upon EduQual's own policy.

Assessment overview

Although it is recommended that all candidates undertake an active role during the course, summative assessments are mandatory for the award of the Postgraduate Diploma in Temporomandibular Disorders (TMD) & Occlusion. Learning outcomes are stated for each unit and these outcomes must be met by the exam/ assignment. If an assignment/ exam does not meet the standard or is below the pass mark, the student must re-sit the exam or re-submitted the assignment. Resubmissions/ re-sitting the exam are intended to enable tutors to give feedback and advice when an assignment/ score has not met the pass level. If the resubmission/ re-sitting exam fails to meet the standard or is below the pass mark, the student will be asked to exit the Diploma course at this point.

In all cases, the Course Director must be satisfied that the work submitted is that of the student, in keeping with our Code of Practice on Plagiarism and Academic Dishonesty.

Method of assessment during the course

1. Formative assessment including:
 - Attend lectures/seminars and independent study
 - Self-assessment
 - Attendance at suitable meetings
 - Attendance at suitable clinics and labs
 - Web-based e-learning sources
2. Summative assessment
 - Midterm written exam (SAQs or MCQs)
 - Final written SAQs or MCQs,

Release of assessment marks

Results will be sent via email and further feedback will be available from the course director. External examiners will ensure units have been marked consistently, fairly and decisions are in line with EduQual regulations for the subject area.

Submission deadline for assignments

Please make sure that you plan your workload effectively and that your work is submitted on time. Extensions to the coursework deadlines cannot be granted by academic staff. These are course regulations and we cannot be flexible about them. There are two main reasons why you might be late for handing in your coursework:

1. You cannot meet the deadline because of an extenuating circumstance; and/ or
2. You did not plan your workload properly or arrive on time.

Procedures for students with extenuating circumstances

If you experience circumstances relating to your health and/or personal life which are of a sufficiently serious nature to result in either you being unable to attend, complete or submit an assessment on time, then it may be appropriate for you to complete an Extenuating Circumstances Form (ECF).

Marking scheme for first sit

- Midterm written exam (SAQs or MCQs): Worth 25 with a pass mark of 15
- Final written SAQs or MCQs: Worth 75 with a pass mark of 45
- In any event, if an examination has to be resat, then the format of the resit usually follows that of the original examination, but this is not mandatory. Nevertheless, all candidates must be informed of the nature of the resit and, wherever possible.
- Resit results will be capped at 75% which is the maximum mark overall that can be awarded for a resit at this Level, unless the student has a concession (usually given for medical reasons) that will allow them to sit as a "first sit"

External Examiners

Assessment overview

External Examiners are an essential element of the course framework for quality assurance and enhancement. The purpose of the external examiner are to ensure that standards are kept the same, and to provide an assurance of fair play given that internal examiners might be prejudiced for or against a candidate. In consequence, if examiners disagree, the view of the external examiner takes precedence.

Internal Quality Assurance (IQA)

The integrity and status of programme and qualification is vital to ensure progression opportunities for learners.

Glasgow dental academy staff responsible for implementing these systems, processes and activities, are typically referred to as Internal Quality Assurers (IQAs). Their work underpins the effectiveness of internal quality assurance to ensure:

- Learners are assessed fairly and accurately
- Learners are given appropriate and constructive feedback which supports their progress
- Assessment decisions are consistent across all assessors and accurately recorded
- Assessors receive the support they need to do their job effectively
- Quality assurance processes within the centre consistently meets EduQual requirements
- Effective monitoring and review to ensure relevant amendment and updating of systems, qualifications, programmes and their assessment.

It is good practice to talk to learners at different stages of their programme to gain ongoing feedback and to take action wherever required and/or appropriate. Therefore, IQAs may choose to discuss aspects of the assessment process with learners where questions (such as those below) may be considered:

- Do learners fully understand the assessment criteria, tasks, and other requirements?
- Are learners happy with the support they are receiving from the assessor?
- Are learners receiving clear and constructive feedback on their work?
- Are learners experiencing any problems with assessment?
- Can learners access the resources they need to complete assessment tasks?
- Are learners aware of the centre's appeals process?
- What developments would learners like to see with respect to assessment practice?

The awarding body (EduQual) reserves the right to question learners on the quality of their learning experience to help ensure confidence in the assessment practice of a centre.

Progression/award board decisions

For the award of the Postgraduate Diploma, students that have not achieved (1) overall pass mark of %, AND (2) the minimum score of each individual test will fail the course. Student achieved the minimum score of each individual test but failed to get a minimum overall pass mark (40%) should re-sit the whole final exam as well as resubmitting assignment.

Students are contacted with details of the decisions made regarding their award. If applicable, details of any second attempts or deferred second attempts will be given.

Guide to the appeals procedure

There may be an occasion when you feel unhappy with the decision made by the assessors. If this is the case, you can lodge an appeal. Glasgow dental academy appeal guide can be accessed from this link.

Assessment overview

Named award

A student who has achieved a passing grade will qualify for the award of Postgraduate Diploma awarded by EduQual.

General awards

There is one exit award for this course and no intermediary exit awards.



STUDENT COURSE EVALUATION QUESTIONNAIRE

COURSE:	
COURSE INSTRUCTOR:	
TERM AND YEAR:	

PLEASE CROSS THE RESPONSE THAT REPRESENTS YOUR OPINION.

TEACHING APPROACHES		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1.	The instructor stimulated my interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.	The instructor managed classroom time and pace well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.	The instructor was organized and prepared for every class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.	The instructor encouraged discussions and responded to questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.	The instructor demonstrated in-depth knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.	The instructor appeared enthusiastic and interested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.	The instructor used a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8.	The instructor challenged students to do their best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
		Yes	No				
9.	The instructor was accessible outside of class.	<input type="radio"/>	<input type="radio"/>				
10.	Did the instructor actively attempt to prevent cheating in this course?	<input type="radio"/>	<input type="radio"/>				

Comments (Teaching Approaches)

FEEDBACK AND ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Information about the assessment was communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Feedback was provided within the stated timeframe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Feedback showed how to improve my work (e .g. corrections including comments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Feedback and Assessment)

RESOURCES AND ADMINISTRATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. The course was supported by adequate e-library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Resources for the course were useful. Instructor gave guidance on where to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Resources and Administration)

ADDITIONAL QUESTION	Yes	No
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- | | | |
|--|-----------------------|-----------------------|
| 17. The syllabus was explained at the beginning of the course. | <input type="radio"/> | <input type="radio"/> |
| 18. The course was delivered as outlined in the syllabus. | <input type="radio"/> | <input type="radio"/> |
| 19. Instructor explained the grading criteria of the course. | <input type="radio"/> | <input type="radio"/> |
| 20. Exams related to the course learning outcomes. | <input type="radio"/> | <input type="radio"/> |
| 21. Projects/ assignments related to the course learning outcomes. | <input type="radio"/> | <input type="radio"/> |

Comments (Additional Questions)

OVERALL EXPERIENCE	Yes	No
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- | | | |
|--|-----------------------|-----------------------|
| 22. This was a worthwhile course. | <input type="radio"/> | <input type="radio"/> |
| 23. Would you recommend this course to a fellow student? | <input type="radio"/> | <input type="radio"/> |

Excellent	Very good	Good	Fair	Poor
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- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 24. Overall, how do you rate your experience in this course? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

A: 0 – 4h	B: 5 – 8h	C: 9 – 12h	D: 12 – 16h
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- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 25. How many hours did you spend per week on preparation/homework for this course? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|

Comments (Overall Experience)

STUDENT SELF EVALUATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please comment on your <u>own</u> work for this course.					
26. I contributed constructively during in-class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel I am achieving the learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (Student Self Evaluation)

COMMENTS ON STRENGTHS AND WAYS OF IMPROVEMENT

- What changes would you recommend to improve this course?
- What did you like best about your instructors teaching?
- What did you like least about your instructor's teaching?
- Any further, constructive comment:

THANK YOU FOR YOUR TIME AND FOR YOUR VALUABLE FEEDBACK.

Guide to the Appeals Procedure

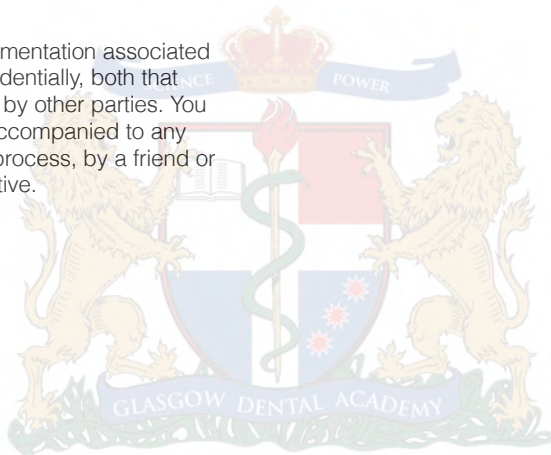


Introduction

There may be an occasion when you feel unhappy with the decision made by the assessors. If this is the case, you can lodge an appeal.

This guide is intended to explain in a straightforward manner the processes you should follow if you think you have grounds for an appeal.

We will treat any documentation associated with your appeal confidentially, both that produced by you and by other parties. You can be helped, and accompanied to any meetings during the process, by a friend or a students representative.



Getting advice

If you think an academic decision is incorrect, you may need advice about the options open to you and whether your expectations are realistic.

The following people can advise you how the appeals procedure works and how best to deal with the matter.

Your supervisor

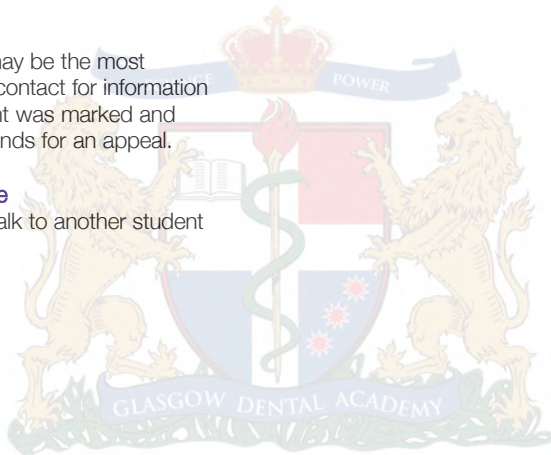
This member of staff may be the most appropriate person to contact for information on how the assessment was marked and whether you have grounds for an appeal.

A student representative

If you would prefer to talk to another student and get advice.

The General manager

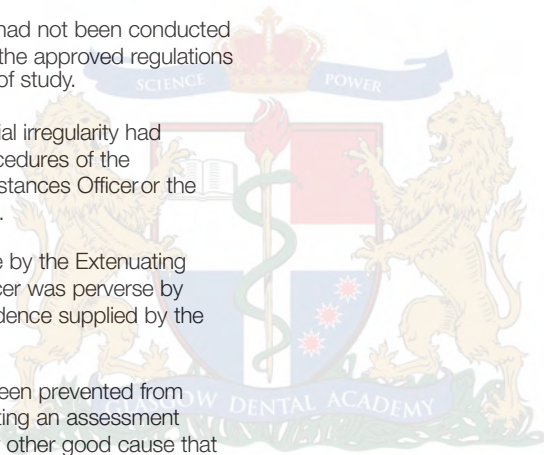
The general manger has responsibility for all students and staff associated with the department. He will be able to advise on procedural matters.



What are the grounds for appeal?

There are limited grounds on which an appeal will be considered. These are any of the following:

- a) If there had been a material and significant administrative error in the information received and considered by the Extenuating Circumstances Officer or the Examiners.
- b) If the assessments had not been conducted in accordance with the approved regulations for the programme of study.
- c) If some other material irregularity had occurred in the procedures of the Extenuating Circumstances Officer or the Board of Examiners.
- d) If the decision made by the Extenuating Circumstances Officer was perverse by reference to the evidence supplied by the student.
- e) If the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances.



I want to appeal – how do I do that?

You should first seek an interview with the course director to clarify your position.

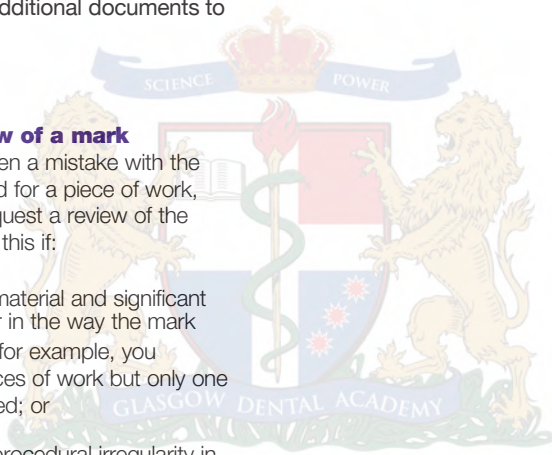
If, after this interview, you wish to appeal, you have ten working days from the date on which the decisions of the assessors were published to complete and submit the appeal/complaint form. You should send a hard copy of the form plus any additional documents to the General manager.

Requesting a review of a mark

If you feel there has been a mistake with the mark you have received for a piece of work, you may be able to request a review of the mark. You can only do this if:

- a) there had been a material and significant administrative error in the way the mark was determined – for example, you submitted two pieces of work but only one of them was marked; or
- b) there had been a procedural irregularity in the assessment process as defined in the Examination and Assessment Regulations.

You cannot request a review of a mark simply because you disagree with the academic judgement of the person who gave the mark and any requests made on these grounds alone will be dismissed.



Stage 1:

If you want to request a review of your mark, you should write to the general manager explaining why you feel the mark is wrong and provide a copy of the work that you want to be reviewed, within ten working days of receiving the original mark. If the general manager feels that your request is valid, they will pass your work on to an appropriate member of academic staff to be remarked. Be aware that your mark may go down as well as up and that there is no appeal against the mark awarded as a result of the review.

If the general manager thinks that your request for a review is not valid, they will write to you explaining the reason for their decision. If you believe that the general manager's decision is wrong, you have ten working days from the day you received their decision to write to the CEO, explaining why you think the decision is wrong who will review the decision and inform you of the outcome of the review.

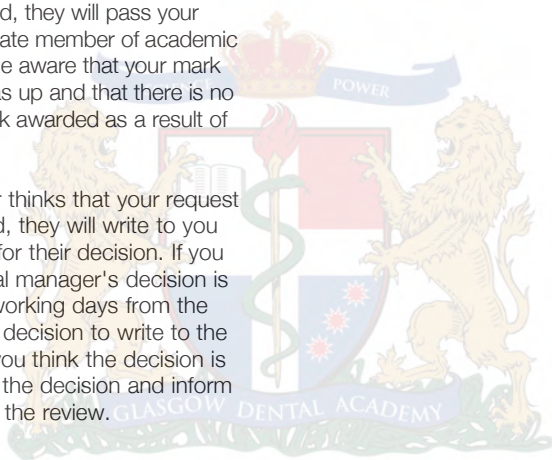
Please note that EduQual EQAs/EEs may not make judgments on internal appeals made within a centre. Only where a centre's appeals process has been exhausted can one or more learners make an appeal direct to EduQual.

Stage 2:

Where the learner remains unhappy with the outcome of stage 1, and formally requests that the appeal be progressed to the IQA. The IQA will consider the appeal and provide a further decision regarding the outcome of the assessment

Stage 3:

If you remain unhappy with the decision from stage 2, there may be a third stage in which the centre brings together a panel to consider the appeal. A panel might consist of a member of the centre's senior management team and one or IQAs.



CONFIDENTIAL

STUDENT COMPLAINT/APEAL FORM

STUDENT TO COMPLETE

Student ID No:

Address to which the outcome of this process should be sent:

Family Name:

Forename(s):

Postcode:

Email:

Course and year/level:

Unit affected (if applicable)

Type of complaint: OR

Grounds of appeal:

Details of previous attempts to resolve the complaint:

.

Evidence of complaint/appeal:

.

Your preferred outcome:

.

Student signature Date . . . / . . . / . . .

Did you approach anyone for help in making this complaint? Yes ☐ No ☐

If yes, was it:
a student Representative?
your course tutor?
someone else?

☐
☐
☐

2018



Vancouver style
referencing

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There are many styles that can be used for referencing. When you are given coursework or dissertation guidelines, check which style of referencing your lecturer or department asks you to use. If you don't check, and you use a style that is not the one stated in your guidelines, you could find you lose marks.

This guide introduces you to the Vancouver referencing style, which uses a 'numerical-endnote' approach. [If your lecturer or department does not ask you to use any particular style, we would recommend using Harvard. It's easy to learn, simple to use, and when you get stuck, there is lots of advice available to help you out.]

When you begin your research for any piece of work, it is important that you record the details of all the information you find. You will need these details to provide accurate references, and to enable you to locate the information again at a later date, should it be necessary to do so. Section 6 of this guide will help you identify what information you need, regardless of which referencing style you choose to use.

1. WHAT IS REFERENCING?

It is a method used to demonstrate to your readers that you have conducted a thorough and appropriate literature search, and reading. Equally, referencing is an acknowledgement that you have used the ideas and written material belonging to other authors in your own work. As with all referencing styles, there are two parts: citing, and the reference list.

2. WHY SHOULD I REFERENCE?

Referencing is crucial to you to carry out successful research, and crucial to your readers so they can see how you did your research. Knowing why you **need** to reference means you will understand why it is important that you know **how** to reference.

PD Diploma in TMD & Occlusion

What is
referencing?

1. Accurate referencing is a key component of good academic practice and enhances the presentation of your work: it shows that your writing is based on knowledge and informed by appropriate academic reading.
2. You will ensure that anyone reading your work can trace the sources you have used in the development of your work, and give you credit for your research efforts and quality.
3. If you do not acknowledge another person's work or ideas, you could be accused of plagiarism.

Plus your lecturers are very keen to see good reference lists. Impress them with the quality of the information you use, and your references, and you will get even better marks.

3. WHAT SHOULD I REFERENCE?

You should include a reference for all the sources of information that you use when writing or creating a piece of your own work.

4. WHAT IS A CITATION?

When you use another person's work in your own work, either by referring to their ideas, or by including a direct quotation, you must acknowledge this in the text of your work. This acknowledgement is called a citation.

5. HOW DO I WRITE CITATIONS USING THE VANCOUVER STYLE?

Each piece of work which is cited in your text should have a unique number, assigned in the order of citation. If, in your text, you cite a piece of work more than once, the same citation number should be used. You can write the number in brackets or as superscript.

5.1 Citing one author

Recent research (1) indicates that the number of duplicate papers being published is increasing.

or

Recent research¹ indicates that the number of duplicate papers being published is increasing.

5.2 Citing more than one piece of work at the same time

If you want to cite several pieces of work in the same sentence, you will need to include the citation number for each piece of work. A hyphen should be used to link numbers which are inclusive, and a comma used where numbers are not consecutive.

The following is an example where works 6, 7, 8, 9, 13 and 15 have been cited in the same place in the text.

Several studies (6–9,13,15) have examined the effect of congestion charging in urban areas.

5.3 Citing the author's name in your text

You can use the author's name in your text, but you must insert the citation number as well.

As emphasised by Watkins (2) carers of diabetes sufferers 'require perseverance and an understanding of humanity' (p.1).

5.4 Citing more than one author's name in your text

If a work has more than one author and you want to cite author names in your text, use 'et al.' after the first author.

Simons et al. (3) state that the principle of effective stress is 'imperfectly known and understood by many practising engineers' (p.4).

5.5 Citing works by the same author written in the same year

If you cite a new work which has the same author and was written in the same year as an earlier citation, each work will have a different number.

Communication of science in the media has increasingly come under focus, particularly where reporting of facts and research is inaccurate (4,5).

5.6 Citing from works with no obvious author

If you need to cite a piece of work which does not have an obvious author, you should use what is called a 'corporate' author. For example, many online works will not have individually named authors, and in many cases the author will be an organisation or company. Using the Vancouver style you don't have to include the author in your citation in the text of your work, but you still need to include an author in the full reference at the end of your work (see section 9).

The citation to a work written by a ‘corporate’ author could appear in your text as:

The Department of Health (6) advocates a national strategy for creating a framework to drive improvements in dementia services.

or

A national strategy is creating a framework to drive improvements in dementia services (6).

If you are unable to find either a named or corporate author, you should use ‘Anon’ as the author name.

5.7 Citing from chapters written by different authors

Some books may contain chapters written by different authors. When citing work from such a book, the author who wrote the chapter should be cited, not the editor of the book.

5.8 Secondary referencing

Secondary references are when an author refers to another author’s work and the primary source is not available. When citing such work the author of the primary source and the author of the work it was cited in should be used.

According to Colluzzi and Pappagallo as cited by Holding et al. (7) most patients given opiates do not become addicted to such drugs.



If there is no author

Be careful: if you cannot find an author for online work, it is not a good idea to use this work as part of your research. It is essential that you know where a piece of work has originated, because you need to be sure of the quality and reliability of any information you use.

Secondary referencing

You are advised that secondary referencing should be avoided wherever possible and you should always try to find the original work. If it is not possible to obtain the original work please note that you reference the secondary source not the primary source. Only reference the source that you have used.

Using the
Vancouver style

5.9 Citing a direct quotation

If a direct quote from a book, article, etc., is used you must:

- Use single quotation marks (double quotation marks are usually used for quoting direct speech)
- State the page number

Simons et al. (3) state that the principle of effective stress is ‘imperfectly known and understood by many practising engineers’ (p.4).

5.10 Citing an image/illustration/table/diagram/photograph/figure/picture

You should provide an in-text citation for any images, illustrations, photographs, diagrams, tables, figures or pictures that you reproduce in your work, and provide a full reference as with any other type of work.

They should be treated as direct quotes in that the author(s) should be acknowledged and page numbers shown; both in your text where the diagram is discussed or introduced, and in the caption you write for it.

In-text citation:

Table illustrating checklist of information for common sources (8: p.22).

or

‘Geological map of the easternmost region of São Nicolau’ (9: p.532).

5.11 Citing from multimedia works

If you need to cite a multimedia work, you would usually use the title of the TV programme (including online broadcasts) or video recording, or title of the film (whether on DVD, online, or video) as the author. If a video is posted on YouTube or other video-streaming web service then you should reference the person that uploaded the video (note this might be a username).

Using the Vancouver style, you don't have to include the author in your citation in the text of your work, but you still need to include the author of the work in your reference list at the end of your work.

5.12 Citing from an interview or personal communication

Always use the surname of the interviewee/practitioner as the author.

5.13 Tips on good quotation practice

Quotations longer than two lines should be inserted as a separate, indented paragraph.

Smith (7) summarises the importance of mathematics to society and the knowledge economy, stating that:

'Mathematics provides a powerful universal language and intellectual toolkit for abstraction, generalization and synthesis. It is the language of science and technology. It enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living.' (p.11)

or

A recent UK report (7) summarised the importance of mathematics to society and the knowledge economy, stating that:

‘Mathematics provides a powerful universal language and intellectual toolkit for abstraction, generalization and synthesis. It is the language of science and technology. It enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living.’ (p.11)

As summarised by Smith (7):

‘Mathematics provides a powerful universal language and intellectual toolkit for abstraction, generalization and synthesis ... It enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living.’ (p.11)

You should only do this when you use a quotation taken from one paragraph.

When you use quotations within your text, sometimes you may want to insert one or two words in the quotation so that your complete sentence is grammatically correct. To indicate that you have inserted words into a quotation, these have to be enclosed in square brackets.

Smith (7) provides a number of reasons as to why mathematics is important, stating that it is

‘a powerful universal language and intellectual toolkit for abstraction, generalization and synthesis ... [and] enables us to probe the natural universe and to develop new technologies that have helped us control and master our environment, and change societal expectations and standards of living.’ (p.11)

PD.Diploma in TMD & Occlusion



Writing skills

At your academic level you will be expected to develop your writing skills, and this includes being able to discuss and demonstrate an understanding of other people's work and ideas in your own words. This is called paraphrasing. It is much better to paraphrase than to use many quotations when you write.



Shortening long quotations

If you want to insert a long quotation (over two lines) but do not want to include all of the text, you can remove the unnecessary text and replace with '...'.

**Using the
Vancouver style**

6. HOW DO I WRITE A REFERENCE?

To write your own references you need different bits of information about each item that you read when you are researching a piece of work. These bits of information are called ‘bibliographic’ information.

For all types of references the key bits of information you need to start with are:

1. Author or editor
2. Date of publication/broadcast/recording
3. Title of the item

This will form the basis of each reference you have to write. You may find that some items are not as straightforward as others, so be aware of the following:

1. **Author or editor:** This means the primary (main) person who produced the item you are using.
2. **Date of publication/broadcast/recording:** This means the date the item was produced. It is usually a year, but if you are using a newspaper article, an email, or a television recording, you will have to include a full date (day/month/year) in your reference.
3. **Title of the item:** This means the primary (main) title of the item you are using. That sounds very obvious, but have a look at a web page and try to work out what the main title is. We would advise common sense in this situation – you have to identify the key piece of information that describes what you have used, and will allow the reader of your work to identify that information.

PD.Diploma in TMD & Occlusion



Websites with no author

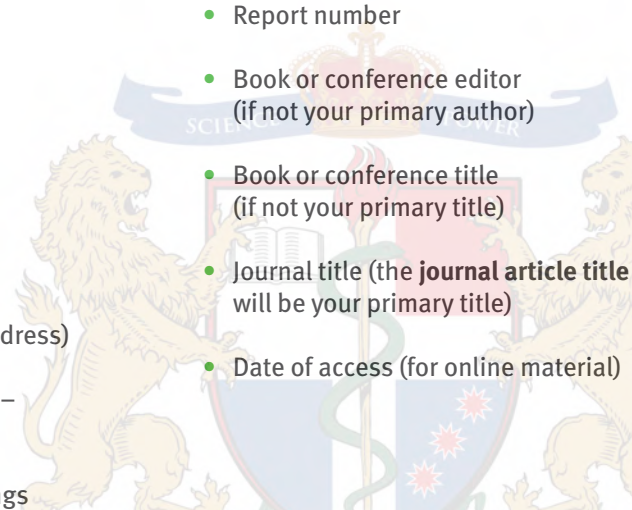
If you are using a website or web page, and there isn't an author, you can use what is called a ‘corporate author’. This will usually be the name of the organisation or company to whom the website or web page belongs.

How to
reference

The following table tells you about some of the variations you should look for when you are collecting your reference information.

	1. Primary author/editor	2. Date of publication	3. Primary title of item
Email	Name of the person who wrote the email	The full date the email was sent: day/month/year	Subject of the email. This may include RE: or FWD:
Journal article	Name of the person or persons who wrote the article	The year the journal issue was published	Title of the article (not the title of the journal)
Newspaper article	Name of the journalist, or if there is no journalist name, the name of the newspaper	The full date on which the article was published: day/month/year	Title of the article (not the title of the newspaper)
Website	This can be tricky. Use an individual name if you can find one, or the name of the organisation or company to whom the website belongs	Usually the current year, the year when the website was last updated, or the latest date next to the copyright statement/symbol	Title of the website
Web page	This can be tricky. Use an individual name if you can find one, or the name of the organisation or company to whom the website belongs	Usually the current year, but if the web page has a full date of publication, you may also need that: day/month/year	Title of the web page. You will need to use the title of the website if the web page doesn't have an individual title
TV broadcast	Title of the programme, or if the programme is part of a series, use the series title	The year the programme was broadcast	Title of the programme (it does not need to be written twice if you used it as the author information)
Personal interview	Name of the person being interviewed	The full date on which the interview took place: day/month/year	No title needed
Book chapter	Name of the author of the chapter	The year the book was published	Title of the book chapter (not the title of the book)

Depending on the type of material you want to reference you will also need other bits of information, such as:

- 
- Name of publisher
 - Place of publication
 - Page numbers
 - Volume number
 - Issue number
 - URL (website or web page address)
 - DOI (Digital Object Identifier – for published outputs)
 - Title of conference proceedings
 - Report number
 - Book or conference editor (if not your primary author)
 - Book or conference title (if not your primary title)
 - Journal title (the **journal article title** will be your primary title)
 - Date of access (for online material)

The more references you have to write, the more familiar you will be with what you need to know. But the best advice we can give is to check our guides, ask us, or check with your lecturers.

7. HOW DO I WRITE A REFERENCE LIST?

This is your list of all the sources that have been cited in the text of your work. The list is inclusive showing books, journals etc. listed in one list, not in separate lists according to source type.

- When using the Vancouver style, the reference list should be in numerical order and each number matches and refers to the one in the text.
- The list should be at the end of your work.
- Books, paper or electronic journal articles, etc., are written in a particular format that must be followed.

8. EXAMPLE OF A REFERENCE LIST

- (1) Errami M, Garner H. A tale of two citations. *Nature*. 2008;451(7177): 397–399.
- (2) Watkins PJ. *ABC of Diabetes*. 5th ed. London: Blackwell Publishing; 2003.
- (3) Simons NE, Menzies B, Matthews M. *A Short Course in Soil and Rock Slope Engineering*. London: Thomas Telford Publishing; 2001.
- (4) Goldacre B. Dore – the media’s miracle cure for dyslexia. *Bad Science*. Weblog. Available from: <http://www.badsience.net/2008/05/dore-the-medias-miracle-cure-for-dyslexia/#more-705> [Accessed 19th June 2015].

(5) Goldacre B. Trivial Disputes. *Bad Science*. Weblog. Available from: <http://www.badsience.net/2008/02/trivial-disputes-2/> [Accessed 19th June 2015].

(6) Department of Health. *Living well with dementia: a national dementia strategy*. Available from: <https://www.gov.uk/government/publications/living-well-with-dementia-strategy> [Accessed 4th June 2015].

(7) Smith A. *Making mathematics count: the report of Professor Adrian Smith's inquiry into post-14 mathematics education*. London: The Stationery Office; 2004.

(8) Pears R, Shields G. *Cite them right: the essential referencing guide*. Palgrave study skills. 10th ed. Basingstoke: Palgrave; 2016.

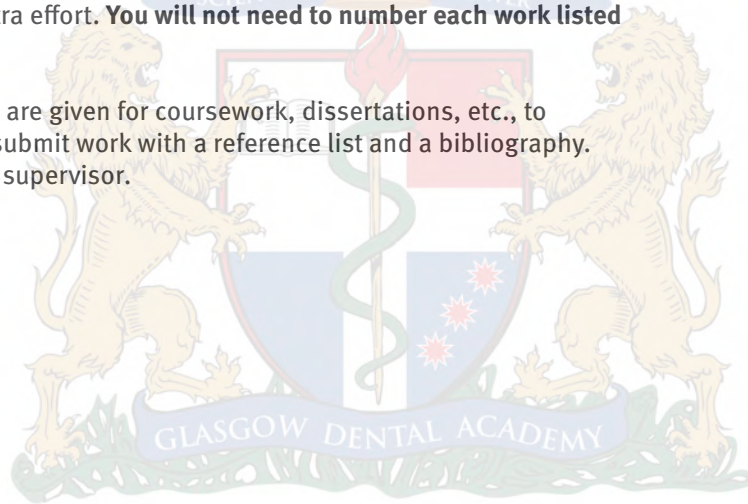
(9) Ramalho R, Helffrich G, Schmidt DN, Vance D. Tracers of uplift and subsidence in the Cape Verde archipelago. *Journal of the Geological Society*. 2010;167(3): 519–538. Available from: doi:10.1144/0016-76492009-056.

The layout for each type of publication can be found on the following pages. If you are using the bibliographic software RefWorks, you should use the 'Imperial College Vancouver' style to format your reference list and citations correctly.

9. WHAT IS A BIBLIOGRAPHY?

There may be items which you have consulted for your work, but not cited. These can be listed at the end of your assignment in a 'bibliography'. These items should be listed in alphabetical order by author and laid out in the same way as items in your reference list. If you can cite from every work you consulted, you will only need a reference list. If you wish to show to your reader (examiner) the unused research you carried out, the bibliography will show your extra effort. **You will not need to number each work listed in your bibliography.**

Always check the guidance you are given for coursework, dissertations, etc., to find out if you are expected to submit work with a reference list and a bibliography. If in doubt, ask your lecturer or supervisor.



10. HOW TO WRITE REFERENCES FOR YOUR REFERENCE LIST AND BIBLIOGRAPHY: VANCOUVER STYLE

Your lecturers consider accurate and consistent referencing to be an important part of your academic work. Check your course guidelines so you know which style of referencing to use. The following examples are in two parts:

- the information you should collect about each piece of work you use; and
- how this information is presented when you write a full reference.

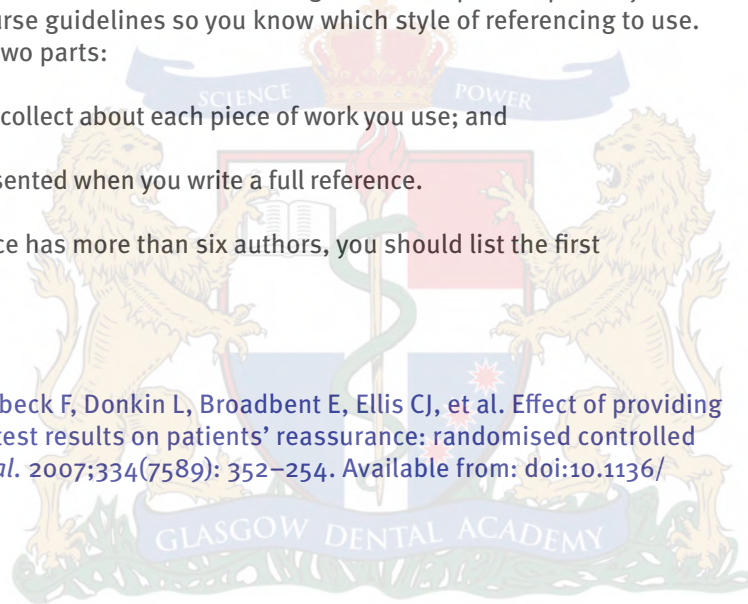
If the work you need to reference has more than six authors, you should list the first six authors, followed by 'et al.'

Example:

Petrie KJ, Muller JT, Schirmbeck F, Donkin L, Broadbent E, Ellis CJ, et al. Effect of providing information about normal test results on patients' reassurance: randomised controlled trial. *British Medical Journal*. 2007;334(7589): 352–254. Available from: doi:10.1136/bmj.39093.464190.55.



If you cannot find the type of work you need to provide a reference for, please contact your librarian for more help (see section 11).



Book: print

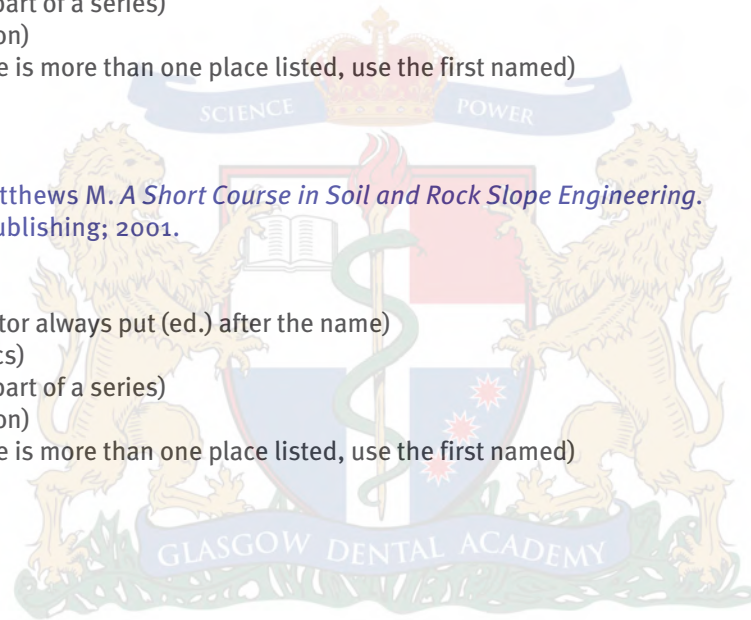
- **Author/Editor** (if it is an editor always put (ed.) after the name)
- **Title** (this should be in italics)
- **Series title and number** (if part of a series)
- **Edition** (if not the first edition)
- **Place of publication** (if there is more than one place listed, use the first named)
- **Publisher**
- **Year of publication**

Simons NE, Menzies B, Matthews M. *A Short Course in Soil and Rock Slope Engineering*. London: Thomas Telford Publishing; 2001.

Book: online/electronic

- **Author/Editor** (if it is an editor always put (ed.) after the name)
- **Title** (this should be in italics)
- **Series title and number** (if part of a series)
- **Edition** (if not the first edition)
- **Place of publication** (if there is more than one place listed, use the first named)
- **Publisher**
- **Year of publication**
- **Available from: URL**
- **[Date of access]**

Grech ED. *ABC of interventional cardiology*. 2nd ed. Chichester: Wiley blackwell; 2011 Available from: <https://ebookcentral.proquest.com/lib/imperial/detail.action?docID=822522> [Accessed 6th July 2017].



Book: chapter in an edited book

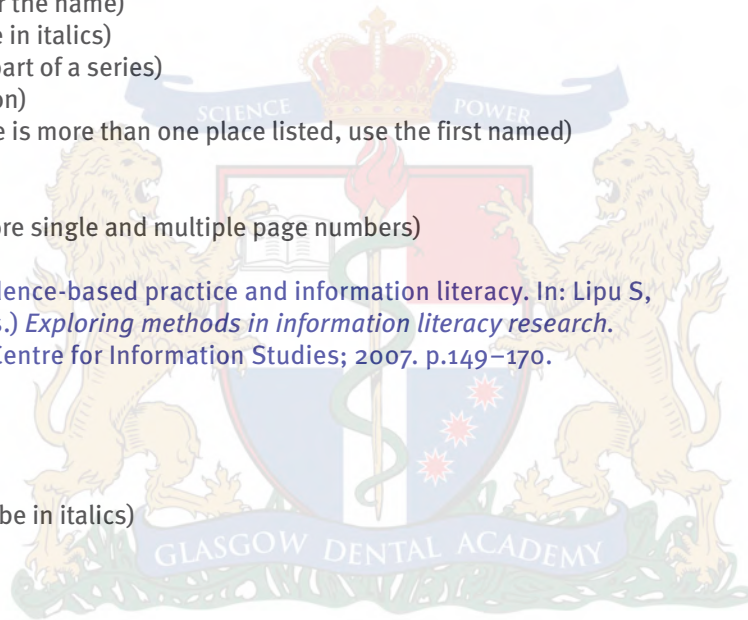
- **Author of the chapter**
- **Title of chapter** followed by, In:
- **Editor** (always put (ed.) after the name)
- **Title of book** (this should be in italics)
- **Series title and number** (if part of a series)
- **Edition** (if not the first edition)
- **Place of publication** (if there is more than one place listed, use the first named)
- **Publisher**
- **Year of publication**
- **Page numbers** (use 'p.' before single and multiple page numbers)

Partridge H, Hallam G. Evidence-based practice and information literacy. In: Lipu S, Williamson K, Lloyd A. (eds.) *Exploring methods in information literacy research*. Wagga Wagga, Australia: Centre for Information Studies; 2007. p.149–170.

Journal article: print

- **Author**
- **Title of journal article**
- **Title of journal** (this should be in italics)
- **Year of publication**
- **Volume number**
- **(Issue number)**
- **Page numbers of the article**

Chhibber PK, Majumdar SK. Foreign ownership and profitability: Property rights, control, and the performance of firms in Indian industry. *Journal of Law & Economics*. 1999;42(1): 209–238.



Journal article: online/electronic

Most online articles will have a DOI (Digital Object Identifier) and you should use this in your reference, if the article has a DOI you will not usually be required to add a date of access.

If the article only has a URL then do include a date of access. Always check your student handbook and coursework guidance as some lecturers/tutors will provide specific guidance on the use of DOI or URL.

If you read the article in a full-text database service, such as Factiva or EBSCO, and do not have a DOI or direct URL to the article you should use the database URL.

- **Author**
- **Title of journal article**
- **Title of journal** (this should be in italics)
- **Year of publication**
- **Volume number**
- **(Issue number)**
- **Page numbers of the article**
- **Available from: URL** (Include **[Date of access]**) or **DOI** (if available)

Errami M, Garner H. A tale of two citations. *Nature*. 2008;451(7177): 397–399.
Available from: <http://www.nature.com/nature/journal/v451/n7177/full/451397a.html>
[Accessed 20th January 2015].

or

Wang F, Maidment G, Missenden J, Tozer R. The novel use of phase change materials in refrigeration plant. Part 1: Experimental investigation. *Applied Thermal Engineering*. 2007;27(17–18): 2893–2901. Available from: doi:10.1016/j.applthermaleng.2005.06.011.

or

Read B. Anti-cheating crusader vexes some professors. *Chronicle of Higher Education*. 2008;54(25). Available from: <http://global.factiva.com/> [Accessed 18th June 2015].

Pre-print journal articles

It is likely you will find articles available online prior to being submitted to the peer review procedure and published in a journal. These articles are preprints and may be placed in an online repository or on a publisher's website (but not in a specific journal issue).

- **Author/s**
- **Title of journal article**
- **Submitted to/To be published in** (if this information is with the article)
- **Title of journal** (in italics)
- **Name of repository** (in italics)
- **[Preprint]**
- **Year of writing**
- **Available from: URL** (Include **[Date of access]**) or **DOI** (if available)

Silas P, Yates JR, Haynes PD. Density-functional investigation of the rhombohedral to simple cubic phase transition of arsenic. To be published in *Physical Review B*. Arxiv. [Preprint] 2008. Available from: <http://arxiv.org/abs/0810.1692> [Accessed 23rd July 2010].

or

Montano V, Jombart T. An Eigenvalue test for spatial principal component analysis. Biorxiv [Preprint] 2017. Available from: doi.org/10.1101/151639.



Note

Articles published online may not have page numbers.



Note

There will not be volume, issue or page numbers assigned to pre-print articles.

Layouts for your
reference list and
bibliography

Conference proceeding: individual paper

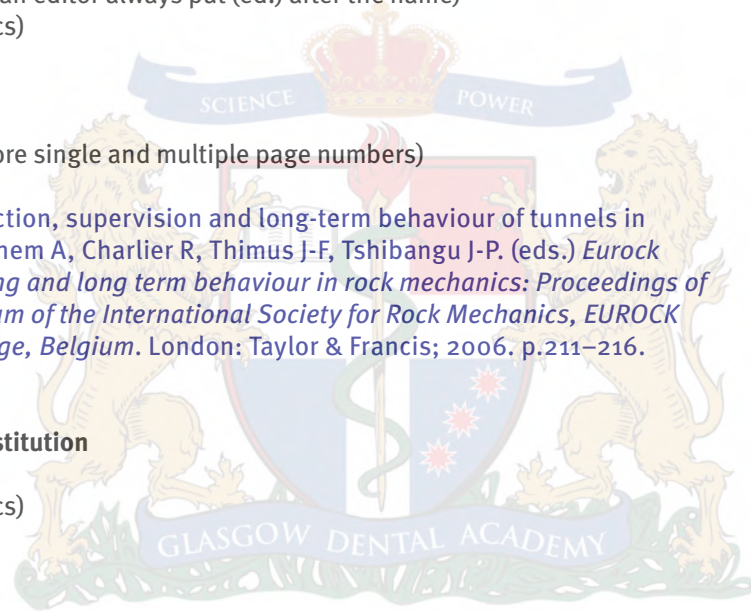
- **Author**
- **Title of conference paper** followed by, **In:**
- **Editor/Organisation** (if it is an editor always put (ed.) after the name)
- **Title** (this should be in italics)
- **Place of publication**
- **Publisher**
- **Year of publication**
- **Page numbers** (use 'p.' before single and multiple page numbers)

Wittke M. Design, construction, supervision and long-term behaviour of tunnels in swelling rock. In: Van Cotthem A, Charlier R, Thimus J-F, Tshibangu J-P. (eds.) *Eurock 2006: multiphysics coupling and long term behaviour in rock mechanics: Proceedings of the International Symposium of the International Society for Rock Mechanics, EUROCK 2006, 9–12 May 2006, Liège, Belgium*. London: Taylor & Francis; 2006. p.211–216.

Standard

- **Name of Standard Body/Institution**
- **Standard number**
- **Title** (this should be in italics)
- **Place of publication**
- **Publisher**
- **Year of publication**

British Standards Institution. BS EN 1993-1-2:2005. Eurocode 3. *Design of steel structures. General rules. Structural fire design*. London: BSI; 2005.



Report

- **Author/Editor** (if it is an editor always put (ed.) after the name)
- **Title** (this should be in italics)
- **Organisation**
- **Report number:** (this should be followed by the actual number in figures)
- **Year of publication**

Leatherwood S. *Whales, dolphins, and porpoises of the western North Atlantic*. U.S. Dept. of Commerce. Report number: 63, 2001.

Map

- **Author** (usually the organisation responsible for publishing the map)
- **Title** (this should be in italics)
- **Scale**
- **Place of publication** (if there is more than one place listed, use the first named)
- **Publisher**
- **Year of publication**

British Geological Survey. *South London*, 270. 1:50 000. London: BGS; 1998.

Web page/website

- **Author/Editor** (use the corporate author if no individual author or editor is named)
- **Title** (this should be in italics)
- **Available from: URL**
- **[Date of access]**

European Space Agency. *Rosetta: rendezvous with a comet*. Available from: <http://rosetta.esa.int> [Accessed 15th June 2015].

Email: personal

Personal emails should be referenced as personal communication, unless you have permission from the sender and receiver to include their details in your reference list.

- Sender
- Email sent to
- Name of receiver
- Date, month and year of communication

Harrison R. Email sent to: Mimi Weiss Johnson. 10th June 2014.

Personal communication

- Name of practitioner
- Occupation
- Personal communication
- Date when the information was provided

Law J. Engineering consultant. Personal communication. 26th March 2014.

Lecture/presentation

- Name of lecturer/presenter
- Title of lecture/presentation (this should be in *italics*)
- [Lecture/Presentation]
- Title of module/degree course (if appropriate)
- Name of institution or location
- Date of lecture/presentation

Wagner G. *Structural and functional studies of protein interactions in gene expression*.
[Lecture] Imperial College London. 12th December 2006.

PD.Diploma in TMD & Occlusion



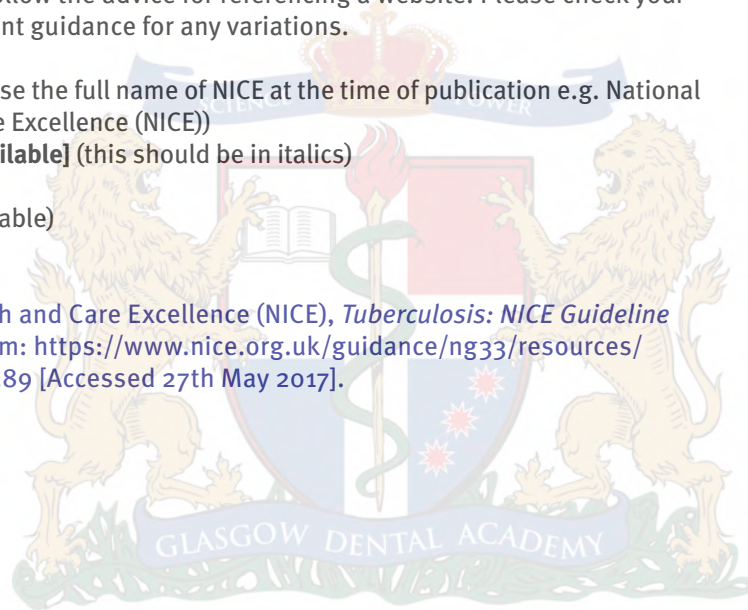
Layouts for your
reference list and
bibliography

NICE Guidelines

National Institute for Health and Care Excellence (NICE) Guidelines, if you are referencing the paper version follow the guidance for a book reference or if you are referencing the online version it is recommended to follow the advice for referencing a website. Please check your student handbook or assignment guidance for any variations.

- **Author/corporate author** (Use the full name of NICE at the time of publication e.g. National Institute for Health and Care Excellence (NICE))
- **Title [No. of guideline if available]** (this should be in italics)
- **Date of publication**
- **Available from: URL** (if available)
- **[Date of access]**

National Institute for Health and Care Excellence (NICE), *Tuberculosis: NICE Guideline [NG33]*. 2016. Available from: <https://www.nice.org.uk/guidance/ng33/resources/tuberculosis-1837390683589> [Accessed 27th May 2017].



Want to use reference management software?

We recommends referencing your work using EndNote software.

CONTACT US

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info@orthodonticacademy.co.uk
Tel.: +447901740382

