1) Example of **Good** Use of Referencing in Student Writing

Analysis of the overall effectiveness of the Trust's current organisational structure and stakeholder management.

In order to analyse the effectiveness of the current organisational structure, it is necessary to determine what the current organisational structure is. According to Johnson et al (2005) organisations tend to adopt a mix of different structure types, depending on the particular obstacles and challenges that the organisation is faced with. It is important to recognise that this does not mean that organisations do no have general structures that can be identified. The organisational structure that best describes the Trust is the functional structure. It is a structure that groups employees with similar responsibilities and functions together.

The advantage of this structure according to Johnson et al (2005) is that it allows for greater control on the part of management while also attempting to cultivate an environment through which knowledge is fostered and shared. This is a view that is rejected by Staniforth (1995) who suggests that this organisational structure type leads to a loss of knowledge. The reality for the Trust is that knowledge does not appear to be getting lost. This is down to different initiatives that have allowed the Trust to reduce their costs while making sure that knowledge is retained and talent managed appropriately. An example of this is provided by their decision to make some permanent staff redundant and sign them on to seasonal contracts (before eventually restoring their permanent posts later).

Having identified the structure, there are a range of tests that can be used to determine its effectiveness. Goold and Campbell (2002) recommend one such test made up of nine components. They suggest that the most important attribute of an organisational structure is that it allows corporate level strategy to work through the people available to achieve organisational goals, while working within whatever constraints are applicable. With this in mind it is clear one of the main problems for the trust is the fact that corporate level strategy is being debated by the very people who need to put out a unified front. This is because some members of the board feel that the Trust should only pursue traditional theatrical activities while others feel that the Trust's decision to branch out into other commercial fields (such as hosting the Snooker Championships) is the correct one. Another problem with the current organisational structure is that it is not one which allows for the organisation to undergo organisational change procedures easily. This is because the structure encourages and allows for the CEO and other members of the trust board to get too involved with day to day business affairs which can allow strategic drift to occur.

Rainey (1997) suggests that while stakeholder analysis is important for most organisations it is even more imperative for non-profit or similar organisation. He suggests that it only through recognising and satisfying key stakeholders that a not for profit organisation such as the Trust can be a success. Having demonstrated that satisfaction of stakeholders is of great importance, it is important to determine who the key stakeholders are in order to ascertain how best to satisfy them. To do this, Johnson et al (2005) suggest a power/interest matrix that can be useful for mapping stakeholders as sell as determining where an organisation would like its various stakeholders to be. Applying the stakeholder mapping to the trust gives a result as follows:

… [cont.]

N.B. This is <u>good</u> use of referencing because:

- **Frequent use of references, suggesting that this writer has done his/her research and "knows his/her stuff"**
- **Variety of different references, suggesting wide reading = a powerful writer with authority**
- **References are written properly, both in-text and in the List of References (Bibliography), suggesting this is a diligent writer with attention to detail etc**

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2) Example of Footnotes in Student Writing

Nestle:

A strategic option for Nestlé would be to expand their ice cream range to include more of the confectionary range that they acquired in their corporate acquisition of Rowntree Mackintosh plc in 1988. This could be used to launch a confectionary ice cream range the same way that Mars have as is shown by the "opportunities" section of the SWOT analysis.

A key development since 2004 has been the rapid decline in the numbers of small independent grocers. Leading multiples have taken over the independents to increase their high-street presence. Sainsbury's purchased 114 Jackson's stores and Tesco bought 1,200 T&S shops.[1] One reaction to this development has been the franchised outlets of major brands such as Haagen Dazs, Ben and Jerry's and Baskin Robbins as ice cream parlours. This is a new development that has handed control of distribution channels as well as direct sales control to the producers (i.e. Unilever, Nestlé and Mars).[2]

There are other Key social issues affecting the market that are having legislative ramifications. One such social issue is that of adults for foods for themselves and their children that are low in additive and high-fat sugar content.[3] This has led to the broadcasting watchdog Ofcom announcing a ban on 'unhealthy' food adverts during children's TV programmes as part of the fight against obesity. Apart from limiting the promotion part of the marketing mix companies also need to be aware that the "health lobby is encouraging consumers to reduce their consumption of high fat, high calorie products".[4] Companies will need to be more aware of their corporate social responsibilities to combat this. Some companies have already started product modification or even new product development accordingly. Unilever have opted for the former by producing low fat versions of its Carte D'Or premium range. Nestlé have responded with the latter by developing a new product with their Ice Cream Skinny Cow range.[5]

New legislations have been passed, as well as amendments taking place. Some of the most important ones include the Cocoa and Chocolate Products (England) regulations 2003 (a quality measure), the Organic Products (Imports from Third Countries) regulations 2003 (regulates

1 'Men & Women's Buying Habits' Key Note Market Assessment (2005)

2 'Ice Cream Retailer' Business Opportunity Profile No. 129 City Business Library (June 2007)

3 'Ice Cream Retailer' Business Opportunity Profile No. 129 City Business Library (June 2007)

4 'Ice creams and frozen desserts' Key Notes Market Report Plus (2007)

5 'Ice Cream Retailer' Business Opportunity Profile No. 129 City Business Library (June 2007)

movements of organic products) and the Colours in Food Regulations amendments 2000 and 2001 (which stipulates which food additives are permitted for use and sale direct to the consumer).[6]

The aim by manufacturers to make ice cream a year round treat has been largely successful with research by Mintel suggesting that ice cream is now competing in the treat and snacks market rather than just as a seasonal product.[7]

Nestlé UK's ice cream operations have been bought out by Richmond Foods and as such, their position has changed since the case study. The ice cream industry has grown to include a healthy ice cream category. Latest Nielsen data shows that Nestlé's Skinny Cow brand now commands a market leading 21.4% share of the £46.2m healthy ice cream category.[8] This can be contrasted with their earlier position where they were third with a much more modest share of the industry with only .8%. Quality Street ice cream-sticks have been added to the Nestlé portfolio as well as Nestlé Fruit Crunch.[9] These are examples of Nestlé taking advantage of its confectionary range.

… [cont.]

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6 Food Standards Agency "Food Legislation Guidance Notes" <www.food.gov.uk>[accessed 5th March 2008]
7 Ice cream reporter "Mintel Consumer Intelligence." <www.allbusiness.com/ice-cream-reporter/20010829/3028853-1.html> [accessed 6th March 2008]
8 Fiona Briggs "The Skinny Cow brand profile: Cash Cow Talking Retail» <www.talkingretail.com/reports/2509/Close-up-The-Skinny-Cow--Cash-.ehtml> [accessed 5th March 2008]
9 'Ice creams and frozen desserts' Key Notes Market Report Plus (2007)

N.B. This is an okay example of use of referencing because:

- **There is some use of references / sources, suggesting that this writer has done some research and knows his/her stuff to some extent. There isn't evidence of particularly broad or deep reading however. This is confirmed when you look at the bibliography, which has a very limited range of sources**
- **The variety of different references / sources is somewhat limited, suggesting not particularly wide reading. This is also confirmed when you look at the bibliography, which has a very limited range of sources**
- **The references are generally not written properly or carefully, both in-text and in the List of References (Bibliography), suggesting this is not a particularly diligent writer with not sufficient attention to detail etc**
- **Footnotes are generally not allowed at Middlesex [there are exceptions to this, but do please check very carefully with your module / programme handbook and/or your module / programme lecturer/s and/or the LET or LSS, as most academic subjects / programmes at Middlesex strongly discourage the use of footnotes]**
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3) Example of Insufficient Referencing in Student Writing

Research Design

After conducting the secondary research from the various reports, statistics and newspapers, the knowledge was augmented by the qualitative data with the facilitation of the focus groups (consisting of 6-12 members), the interviews with the family and observation in the gym facility. Explorative research was facilitated by the focus group in the lesson in week 9, where a member of the group took the role of the interpreter and was trying to determine and distinguish the market segments, generate new ideas and generate greater levels of detail in the attitudes of the fellow students towards the fitness clubs (non-experts), and also heterogeneous group – greater information in terms of opinions, and background. The members of the research group also conducted unstructured interviews in their immediate surroundings to acquire a greater range of the knowledge from gym users in the aspects of expectations and requirements. These types of research techniques were used to “collect, analyze, and interpret data that cannot be summarised in the forms of numbers” (Parasuraman et al 2004: 195). It also helped provide some much needed information about the beliefs and attitudes towards Fitness First.

The next part of the research focused on the collection of primary information by the creation of 60 questionnaires which were pre-tested and based on the focus group findings as well as interviews, and were person administered. The questionnaires were designed to obtain the appropriate data from the recipients. This data included demographic, geographic and psychological data associated with customers’ perceptions and expectations. By the agreed segmentation of the fitness market we focused on both groups- of short term and long term users of the fitness first facilities and were aiming at a 50:50 ratio for both groups. For the selection of the sample, the non- probability sampling methods were used. This was due to the relative importance of our research, the willingness of the population in UK to participate in the marketing research programs and the availability of everyone who fell into the market segment.

… [cont.]

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http://www.emeraldinsight.com/Insight/viewContentItem.do?contentType=Article&contentId=1590979
http://www.emeraldinsight.com/10.1108/09604520510597809

N.B. This is not a very good example of use of referencing because:

- **There is very limited use of references / sources [only the one source is used in the extract], suggesting that this writer has done very little research and doesn't really know his/her stuff very well. There is no real evidence of particularly broad or deep reading, and this is confirmed when you look at the bibliography, which has a very limited range of sources**
- **The variety of different references / sources is limited, suggesting a limited amount of reading. This is also confirmed when you look at the bibliography, which has a very limited range of sources**
- **The references are written properly, both in-text and in the List of References (Bibliography), suggesting this is not a particularly diligent writer with not sufficient attention to detail etc**
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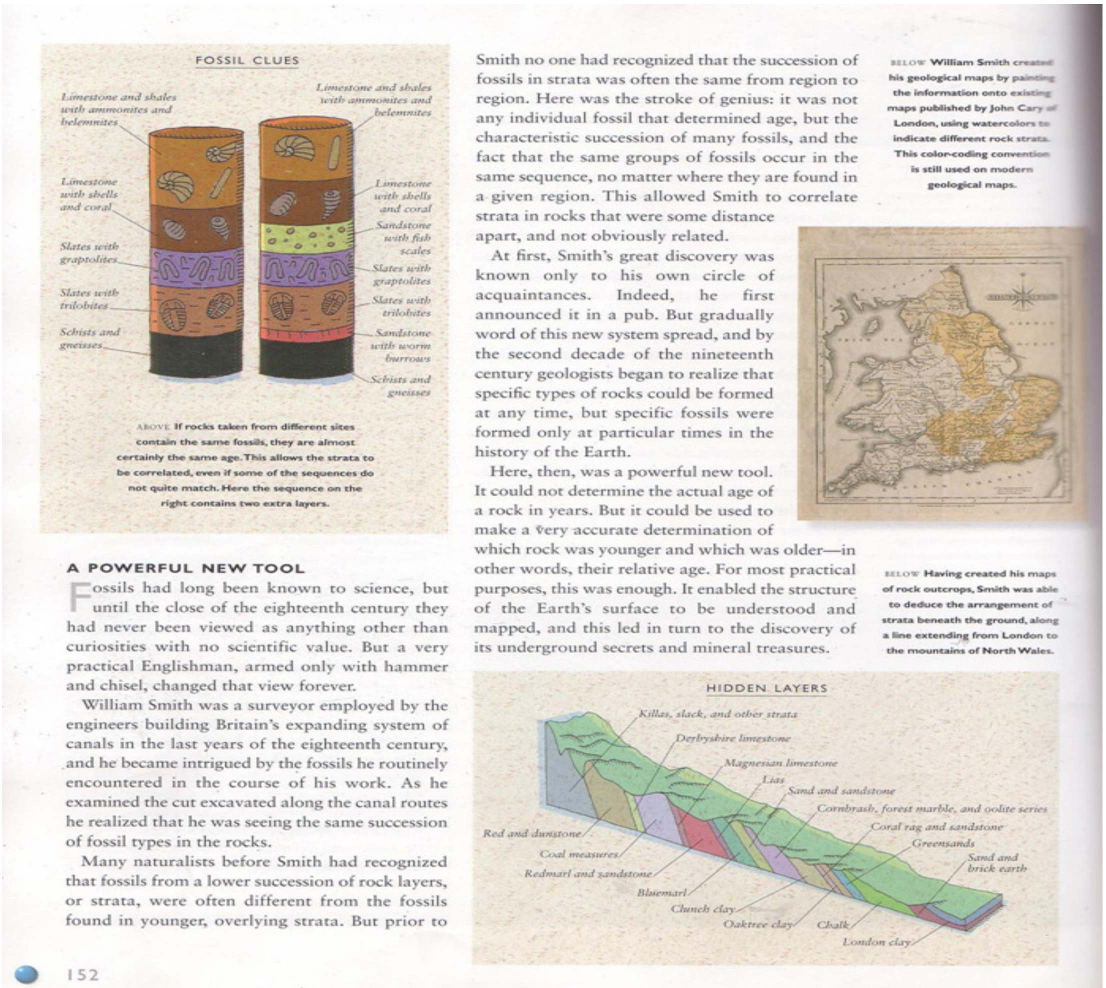
  - **and/or book yourself an AWL tutorial**
  - **and/or attend an LDU "Understanding Plagiarism" workshop**

4) <u>Example 1 of Referencing in a Typical Textbook</u>



ABOVE If rocks taken from different sites contain the same fossils, they are almost certainly the same age. This allows the strata to be correlated, even if some of the sequences do not quite match. Here the sequence on the right contains two extra layers.

A POWERFUL NEW TOOL

Fossils had long been known to science, but until the close of the eighteenth century they had never been viewed as anything other than curiosities with no scientific value. But a very practical Englishman, armed only with hammer and chisel, changed that view forever.

William Smith was a surveyor employed by the engineers building Britain's expanding system of canals in the last years of the eighteenth century, and he became intrigued by the fossils he routinely encountered in the course of his work. As he examined the cut excavated along the canal routes he realized that he was seeing the same succession of fossil types in the rocks.

Many naturalists before Smith had recognized that fossils from a lower succession of rock layers, or strata, were often different from the fossils found in younger, overlying strata. But prior to Smith no one had recognized that the succession of fossils in strata was often the same from region to region. Here was the stroke of genius: it was not any individual fossil that determined age, but the characteristic succession of many fossils, and the fact that the same groups of fossils occur in the same sequence, no matter where they are found in a given region. This allowed Smith to correlate strata in rocks that were some distance apart, and not obviously related.

At first, Smith's great discovery was known only to his own circle of acquaintances. Indeed, he first announced it in a pub. But gradually word of this new system spread, and by the second decade of the nineteenth century geologists began to realize that specific types of rocks could be formed at any time, but specific fossils were formed only at particular times in the history of the Earth.

Here, then, was a powerful new tool. It could not determine the actual age of a rock in years. But it could be used to make a very accurate determination of which rock was younger and which was older—in other words, their relative age. For most practical purposes, this was enough. It enabled the structure of the Earth's surface to be understood and mapped, and this led in turn to the discovery of its underground secrets and mineral treasures.

BELOW William Smith created his geological maps by painting the information onto existing maps published by John Cary of London, using watercolors to indicate different rock strata. This color-coding convention is still used on modern geological maps.

BELOW Having created his maps of rock outcrops, Smith was able to deduce the arrangement of strata beneath the ground, along a line extending from London to the mountains of North Wales.

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- **N.B. This is <u>not</u> a good model for referencing in your assignments! Why? Because the writer doesn't really use any references in the writing. This is often the way textbooks are written.**

- **However, if you write in this way in your assignments, you are likely to get a low score and/or you may even be accused of plagiarism.**

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5) <u>Example 2 of Referencing in a Typical Textbook</u>

A BRIEF HISTORY OF SCIENCE

VARIATION

Darwin recognized that variation provides the foundation for evolutionary change. Each individual in a sexually reproducing population is unique, different in some respects from all others. Under existing conditions, some variants are more successful than others when it comes to surviving and reproducing. So nature "selects" these variants and eliminates others. Only these selected individuals interbreed, and their traits are therefore enhanced in succeeding generations. Darwin hypothesized that this process could have produced, over long ages of time, the variety of species that occur on Earth today.

Darwin was fascinated by the enigma of variation. He devoted an entire chapter of the *Origin of Species* to the "laws of variation," but the origin of variation continued to puzzle him all his life. Unaware of Mendel's work, Darwin believed like most of his contemporaries in "blending inheritance"—a balanced mixture of the traits of both parents in the offspring. Mendel was the first to show that inherited traits such as color, size, and shape are controlled by discrete factors rather than being a blend of both parents. At its simplest, this is expressed in gender: the offspring of male and female parents is either male or female, and not a blend of the two.

In fact sexual reproduction turned out to play a very important role in maintaining variation, via a shuffling of maternal and paternal genes known as recombination. This shuffling and recombination of genes in each generation maintains the variation that is observed in nature. It guarantees that offspring will never be identical clones of their parents and that, except for identical twins, siblings will always be genetically different from each other. But this is not the only source of variation, for inherited genetic material is also subject to the coding "errors" that are known as mutations.

BERRY-EATING BIRD

SEED-EATING BIRD

INSECT-EATING BIRD

ABOVE AND RIGHT The variety of different bill shapes among finches equip the various species to exploit different types of food. Darwin recognized that small natural variations in bill form could make the basis of new species, but he did not understand the genetic basis of such variation.

MUTATIONS: THE CLASSICAL VIEW

The genetic knowledge acquired in the twentieth century explained the connection between genes and the outward expression of traits. But until the genetic code was deciphered and codon redundancy recognized, the amount of variation carried in the DNA could not be fully evaluated. That potential turned out to be far greater than was appreciated during the classic phase of genetic research prior to 1953.

Thomas Hunt Morgan—the geneticist who conducted the first breeding experiments using the fruit fly *Drosophila*—made a considerable contribution to our understanding of gene positions on chromosomes and the effects of gene changes.

He began doing research on fruit flies in 1909. One year and a million flies later, he noticed the sudden appearance of a fly with white eyes instead of the normal red eyes. He crossbred this lone male with its red-eyed sisters. In the first generation all the progeny had red eyes, so white eyes were shown to be "recessive." Out of 3,470 progeny from subsequent inbred generations, there were 782 white-eyed males but not a single white-eyed female. So white eyes were demonstrated to be sex-linked.

In 1905 it had been learned that the X and Y chromosomes determine sex. All the ova but only half the sperm have an X chromosome. Morgan realized that, in fruit flies, eye color is carried on the X chromosome, and an occasional mutant X carries a gene for white eyes. Since females have two Xs, and red is dominant, females almost never have white eyes. Males have one X and one Y, so males with the mutant X have white eyes. White eyes were not the only mutations. Another mutant fly appeared with a black body and tiny vestigial remnants of wings. The offspring of this mutant, bred with a normal

NUT-EATING BIRD

CACTUS-EATING BIRD

- **N.B. This is <u>not</u> a good model for referencing in your assignments! Why? Because the writer doesn't really use any references in the writing. This is often the way textbooks are written.**

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6) Example of Referencing in a Journal Article

What the Eye Doesn't See: A Case Study Exploring the Less Obvious Impacts of Peer Assessment

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Abstract

For many years now literature has drawn attention to the close relationship between assessment processes and student learning. Increasing attention is currently being paid to exploring some of the inherent complexities in this relationship and how assessment can both promote and inhibit student learning. The role of peer assessment is currently being explored within this framework. This paper reflects on the beginnings of an evaluation into a peer assessment exercise introduced with the aim of enabling students to work actively with the assessment criteria whilst feeding back to each other on their formative work prior to summative submission. Current findings highlight the importance of engaging in an assessment dialogue with students as key issues may impact on student learning but remain invisible to the tutor. The emotional as well as cognitive aspects of peer learning are highlighted alongside the need for learning pedagogies to be incorporated at programme, as well as module, level for peer assessment to be most effective.

Keywords: assessment dialogue, emotional component of learning, cognitive components of learning, programme pedagogies

Introduction

There have been many changes to the landscape of higher education in recent years. The re-conceptualisation of assessment as a vehicle not only for measuring the outcomes of learning but also as a crucial factor in enabling – or preventing – the process of learning taking place has been a key shift in conceptual thinking about learning and teaching. Assessment is increasingly acknowledged as a fundamental part of the process of learning and not simply as its end product. Research by Snyder (1971) initially highlighted how assessment requirements dominate both how and what students learn. This theme has been continually built upon by an increasing amount of pedagogic research and literature (Black & Wiliam, 1998; Boud, 1995; Gibbs, 1998; Ramsden, 1992).

Knowing that students tend to focus on what they need to do to meet the assessment requirements of their programmes has provided an insight into where students channel their energies and on the close relationship between assessment and learning. Such insights have led to a chain of interrelated events. 'Assessment for learning' rather than simply 'assessment as measurement' has been increasingly promoted (Juwah, 2004). Seeing assessment in this process-focused way has led to increased attention being paid to the importance of formative assessment and the impact of feedback on enhancing learning (Orsmond et al., 2004). The role of peer assessment has been signalled increasingly as having the potential to improve student learning, particularly in the context of formative assessment.

Current research findings strongly suggest that engaging with peer assessment can have positive outcomes for student learning (Cassidy, 2006; Topping et al., 2000). Recent research has stressed the advantages of students actively participating in their assessments alongside the value of an assessment dialogue taking place between students and tutors in this process (Rust, 2007).

The complex relationship between the provision of assessment feedback and its use in enhancing student learning is increasingly being acknowledged. The provision of feedback alone appears insufficient to effect higher standards of work by students (Crisp, 2007). Whilst feedback is now recognised as a powerful pedagogic experience (Kenyon & Chambers, 2009), whether students are able to act upon their feedback is increasingly debated and the gap between feedback given and feedback used is acknowledged. Whilst increased attention has been given to assessment processes and the provision of feedback in recent years, the results of the National Student Survey have consistently revealed that students appear least satisfied with the assessment and feedback aspects of their courses (HEFCE, 2009). Furthermore, the Quality Assurance Agency consistently identified assessment as one of the weakest features across many subject areas (Rust, 2007).

In this turbulent climate many changes are taking place within the higher education arena in relation to how both assessment and its corresponding feedback are understood. Some commentators are suggesting that a 'new assessment culture' is emerging (Rust, 2007). Carless (2006) notes that feedback is central to learning in this context but is currently 'comparatively under researched'. Abrahamson (2009) points out that the multifaceted dimensions of assessment and feedback require understanding, analysis and review.

Extract taken from Cartney, P. (2011). 'What the Eye Doesn't See: A Case Study Exploring the Less Obvious Impacts of Peer Assessment.' *Middlesex Journal of Educational Technology*. 1(1), 11-20.

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