

Guidelines for Referencing and Acceptable Use of Artificial Intelligence

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Referencing

What is referencing and why is it important?

Referencing is a way of acknowledging the information sources you have used in your assessments. It is important because:

- It gives credibility to your work. Referencing provides evidence of your research and shows how widely you have read.
- It allows others to find the sources you have used. Someone else can read the original author's arguments and make their own judgement about your interpretation of the sources.
- It gives credit to other people for the information they have created and protects you from being accused of plagiarism (claiming others' work as your own).

Which referencing style should I use?

At ALG, we use both APA and Harvard styles of referencing. The style you will use depends on your area of study.

Generally speaking, you will use APA style if you are studying mental health, counselling or community services. In other areas of study, you will use Harvard.

Please check with your trainer which is the correct style for you to use. You should also check which style is specified in your assessment requirements and subject outline.

How is APA different from Harvard?

APA and Harvard are both 'author-date' systems of referencing. They are very similar. Both require you to provide 'in-text citations' and a full 'reference list.' The references include similar information but have some differences in the formatting.

APA referencing is the style of referencing described in the Publication Manual of the American Psychological Association. The style is updated often, so it is crucial to use the current version. APA's website provides the current guidelines here:

<https://apastyle.apa.org/style-grammar-guidelines/references>

In addition, you should check the APA referencing guide provided by ALG: [APA referencing guide](#)

Harvard referencing does not have a universally agreed final version. Every institution has its own guidelines for applying this style correctly. ALG's version is based on the Australian Government's Style Manual, which is updated from time to time and can be found online here:

<https://www.stylemanual.gov.au/referencing-and-attribution/author-date>

What does a full reference list look like?

A full reference list contains references for all the sources of information you have used in your assessment task.

Each source of information will look different in your reference list. For instance, references for a textbook, a journal article or a website will each include different information. That means that if someone is reading your reference list, they will know what type of source it is.

To create a reference, you generally need some combination of the following information, in this order:

- Author(s) last name or company name
- Author(s) initials
- Year of publication
- Title of document (often written in italics)
- Edition number (for books)
- Publisher & place of publication (for books)
- Volume, issue & page numbers (for journals)
- Access details/URL/DOI (digital access links for online sources)

Different types of sources have different combinations of this information. Below are some examples of common sources and how they look in a reference list in both APA and Harvard:

Source type	APA	Harvard
Book	Zehr, H. (2005). <i>Changing lenses: a new focus for crime and justice</i> . Herald Press.	Zehr H (2005) <i>Changing lenses: a new focus for crime and justice</i> , Herald Press, Pennsylvania.
Ebook	Cher, C. & Alison, R. (2023). <i>International human rights</i> . Cambridge University Press. Provide the URL at the end: DOIs are not used in APA	Cher C and Alison R (2023) <i>International human rights</i> , Cambridge University Press, Cambridge, doi:10.1017/9781108652438 Provide the URL if no DOI is available
Book chapter	Laurence, S. & Margolis, E. (2005). Number and natural language. In <i>The innate mind: structure and contents</i> . Oxford University Press.	Laurence S and Margolis E (2005) 'Number and natural language', in <i>The innate mind: structure and contents</i> , Oxford University Press, New York.
Chapter in an edited book	Laurence, S. & Margolis, E. (2005). Number and natural language. In Carruthers, P., Laurence, S. & Stich, S. (Eds.), <i>The innate mind: structure and contents</i> . Oxford University Press.	Laurence S and Margolis E (2005) 'Number and natural language', in Carruthers P, Laurence S and Stich S (eds) <i>The innate mind: structure and contents</i> , Oxford University Press, New York.

	<i>structure and contents</i> . Oxford University Press.	<i>contents</i> , Oxford University Press, New York.
Academic journal article	Kelleher, T. & Edmunds, M. (2009). Conversational voice. <i>Journal of Communication</i> , 59(1), 172–188.	Kelleher T and Edmunds M (2009) 'Conversational voice', <i>Journal of Communication</i> , 59(1):172–188, doi:10.1111/j.1460-2466.2008.01410.x.
Full website	Do not create references or in-text citations for whole websites. Instead, provide the name of the website in the text and include the hyperlinked URL: We created our survey using Qualtrics (https://www.qualtrics.com).	APSC (Australian Public Service Commission) (2021) Australian Government Style Manual , stylemanual.gov.au, accessed 3 October 2021.
Page on a website	National Institute of Mental Health. (2018, July). Anxiety disorders. U.S. Department of Health and Human Services, National Institutes of Health. https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml	National Institute of Mental Health (2018) Anxiety disorders , U.S. Department of Health and Human Services, National Institutes of Health, accessed 16 January 2024.
Government report online	Commonwealth of Australia. (2023). <i>Department of Social Services Annual Report</i> . Australian Government, Department of Social Services. https://www.dss.gov.au/sites/default/files/documents/10_2023/dss-annual-report-published-version_0.pdf	Commonwealth of Australia (2023) <i>Department of Social Services Annual Report</i> , Australian Government, Department of Social Services.

Pay close attention to the information included in each source type and how the formatting is different between the two referencing styles. Remember that you most likely will only need to use one of these styles.

The source type I am using is not listed in this guide. How can I find out how to refer to it?

For further examples of a wide variety of sources, refer to:

- <https://apastyle.apa.org/style-grammar-guidelines/references> for APA (click 'Reference examples').
- <https://www.stylemanual.gov.au/referencing-and-attribution/author-date> for Harvard (click 'Referencing and Attribution,' then 'Author-date,' and then 'Give particulars for books, formal publications and printed documents').

If you still have questions, please ask your trainer or check the resources in the 'Academic integrity and referencing' module in your [Academic Learning Support Hub](#) on Canvas. on Canvas.

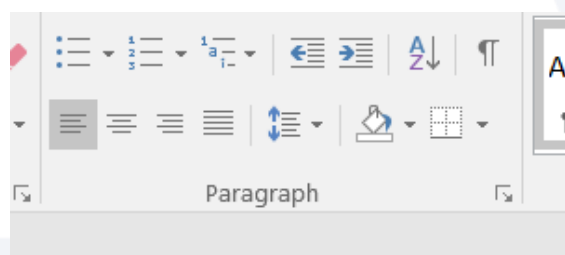
How do I format my reference list correctly?

When making your reference list:

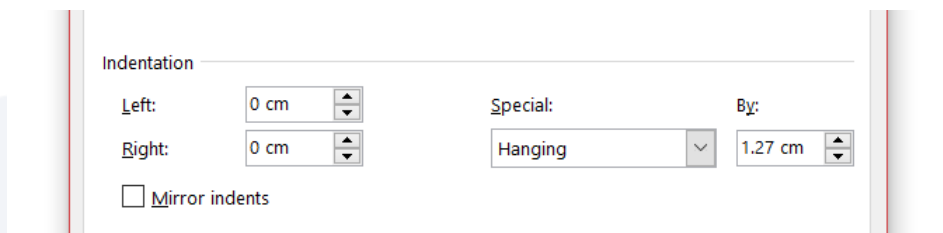
DO	DON'T
• Start on a new page	• Use numbers or bullet points
• Have a heading: References	• Write the heading in capitals, bold, italics or underline
• List sources in alphabetical order by author's last name or company name	• Divide the list into source type (i.e., have all books together, all images together etc.)
• Apply double spacing and a hanging indent	• Use the Tab key to indent

How to create the hanging indent:

- Step 1: In Microsoft Word, first highlight your reference list. Then expand the 'Paragraph' menu by clicking on the arrow in the bottom right corner:



- Step 2: Set the 'special' indent to 'hanging.' It should automatically default to 1.27cm. If it doesn't, you can manually set it by clicking the arrows.



What is an in-text citation and how do I create one?

In-text citations are the short versions of the sources in your full reference list. They are placed within the body of your writing (i.e., inside your paragraphs), next to the information you have used from the source. They include only the author(s)' last name(s) or company name, year and sometimes a page number.

Your in-text citations must match the references in your list – you must not have citations in the text that are not included in your list, and vice versa.

To create an in-text citation, you generally need:

- Author(s)' last name(s) or company name
- Year
- Page number (usually only for direct quotations)

As with the full reference list, in-text citations are formatted slightly differently depending on the referencing style. In both styles, they can be placed at the beginning or end of your sentence, as shown in this table:

Source type	APA	Harvard
One author	Learning through play is a common approach to early childhood learning (White, 2023). According to White (2023), learning through play is a common approach to early childhood learning.	Learning through play is a common approach to early childhood learning (White 2023). According to White (2023), learning through play is a common approach to early childhood learning.
Two authors	Learning through play is a common approach to early childhood learning (White & Jones, 2023). According to White and Jones (2023), learning through play is a common approach to early childhood learning.	Learning through play is a common approach to early childhood learning (White and Jones 2023). According to White and Jones (2023), learning through play is a common approach to early childhood learning.

Three or more authors	Learning through play is a common approach to early childhood learning (White et al., 2023). According to White et al. (2023), learning through play is a common approach to early childhood learning. 'Et al' is a Latin term which means 'and others'. List only the first author's last name in this case.	Learning through play is a common approach to early childhood learning (White et al. 2023). According to White et al. (2023), learning through play is a common approach to early childhood learning. 'Et al' is a Latin term which means 'and others'. List only the first author's last name in this case.
Company as author	Learning through play is a common approach to early childhood learning (Commonwealth of Australia, 2023). According to the Commonwealth of Australia (2023), learning through play is a common approach to early childhood learning.	Learning through play is a common approach to early childhood learning (Commonwealth of Australia 2023). According to the Commonwealth of Australia (2023), learning through play is a common approach to early childhood learning.
Direct quotations	"Learning through play is a common approach to early childhood learning" (White & Jones, 2019, pp. 23–24). White and Jones (2019) claim that "learning through play is a common approach to early childhood learning" (pp. 23–24).	'Learning through play is a common approach to early childhood learning' (White and Jones 2019:23–24). White and Jones (2019:23–24) claim that 'learning through play is a common approach to early childhood learning.'

How many references should I have?

This will depend on your task requirements and may vary between task types. Check your task instructions to see if they explicitly state how many you need. If this is not specified, check with your trainer for their expectation.

Artificial Intelligence (AI)

What is AI?

Artificial intelligence (AI) is a term used to describe machines displaying intelligent behaviour by performing the cognitive functions we would usually associate with humans, for example solving problems, exercising logic and creativity, reasoning, learning, perceiving and interacting with an environment.

AI is used to solve problems and complete tasks in a wide variety of contexts and situations.

Why would I want to use AI?

Generative AI tools are used to create new content. Generative Pre-trained Transformers (GPT) are a type of generative AI model that use deep learning techniques to generate natural language text. They can help you with many aspects of your studies, including:

- making quizzes or flashcards for you to help you revise what you have learned
- recommending sources of information for you to explore further
- summarising information you have found
- improving your English language skills, e.g., by correcting your grammar
- explaining solutions to different types of problems, e.g., a coding or mathematical problem
- helping you organise and analyse data you have collected, e.g., by creating a spreadsheet or table
- providing creative inspiration or suggestions that you can build on.

What are the potential risks of using AI?

While AI tools can be valuable study aids, they do carry risks.

If you decide to make use of an AI tool, you must acknowledge the assistance it has provided you and ensure that whatever you submit is your own original work. Otherwise, you are putting your academic integrity at risk.

Generative AI tools are limited in what they can do and what information they can provide for you. They have been known to provide information that is incomplete, inaccurate, out of date, biased or offensive. Sometimes, the information can lack common sense or originality. This is why it is essential to understand that AI tools are merely a foundation, a starting point, for developing your original work.

Am I allowed to use AI tools at ALG?

The short answer is YES... but you must use them appropriately, in accordance with our policies that can be found here:

- [Assessment, Submission and Academic Integrity Guidelines and Procedure](#)
- [Student Code of Conduct](#)

How can I use them appropriately?

When using AI tools:

- Do not provide the tool with any private and personal information
- Verify the information provided to you and check for missing information (e.g., current information the tool may not have had access to)
- Acknowledge any tools you used to help you, and how you used them
- Check with your trainers to be sure that it is appropriate to use tools to help you with your assessments.
-

Recommendations for asking questions of generative AI tools such as ChatGPT:

- Be as specific as possible – seek an accurate response with a direct answer
- Use properly constructed English language and write in full sentences so that the tools can understand you properly
- Provide as much context as you can to help the tool understand your questions
- Use short, direct sentences
- Use key words to help you find quality responses, e.g., "What are some reputable sources of information on the topic of leadership styles," or "What are some well-known journals in the field of information systems analysis?"
- Be mindful of the limitations of these tools – their knowledge has 'cut-off' points.

How can I provide references for my use of AI?

ALG students use either APA or Harvard referencing, depending on their field of study.

Harvard

In-text citations for AI tools	There are no official Harvard Referencing Guidelines for content generated by AI. ALG has adapted the Harvard Referencing Style for personal communications, as shown below: (Communicator, personal communication, day month year: see Appendix [Letter])
Example:	(OpenAI, personal communication, 1 October 2023: see Appendix A)

Full reference list	Communicator. (Year). Medium of communication to Student Name, day month.
Example:	OpenAI ChatGPT. (2023). ChatGPT response to John Smith, 1 October.

APA

In-text citations for AI tools	There are official APA Referencing Guidelines for content generated by AI, as shown below: (Author of AI Model, Year: see Appendix [Letter]))
Example:	(OpenAI, 2023: see Appendix A)
Full reference list	Author of AI Model. (Year of Version Used). Name of the model in italics (Version #)[Description e.g., Large language model or Large multimodal model]. https://url-of-model
Example:	OpenAI. (2023). <i>ChatGPT</i> (Mar 14 version) [Large language model]. https://chat.openai.com/chat

My trainer has asked me to provide an Appendix showing my use of AI. What does this mean?

Appendix

Where Generative AI is used, ALG students are required to provide an Appendix as part of their assessment submission.

Appendix Template

I acknowledge the use of [insert AI system(s) name and link] to [describe how generative artificial intelligence is used]. I entered the following prompt(s) on Day Month Year:

- [list of prompt(s) used].

The following output from the generative artificial intelligence was used to inform my assessment:

[Full output(s) to be included here].

Appendix A

I acknowledge the use of ChatGPT by OpenAI (<https://chat.openai.com/>) to inform my research on working with diverse people. I entered the following prompt on 1 October 2023:

- What are communication strategies for working with diverse people?
- The following output from the generative artificial intelligence was used to inform my research for my assessment:

Effective communication is essential when working with diverse groups of people. People from various backgrounds may have different communication styles, languages, cultural norms, and expectations. Here are some communication strategies for working with diverse individuals and groups:

1. Active Listening
 2. Empathy
 3. Respect for Differences
 4. Clear and Concise Communication
 5. Cultural Sensitivity
 6. Non-Verbal Communication
 7. Cultural Competency Training
- Remember that effective communication in diverse settings requires ongoing effort and a willingness to learn and adapt. By employing these strategies, you can foster better understanding, collaboration, and inclusivity in your interactions with diverse individuals and groups.

Appendix B

I acknowledge the use of ChatGPT by OpenAI (<https://chat.openai.com/>) to generate materials as part of my initial research and self-study in the drafting process of my assessment on working legally and ethically in the fitness industry. I entered the following prompt on 1 October 2023:

- Explain the factors to consider when working legally and ethically in the fitness centre.
- Write the 300 word response in an academic style.
- Add references.
- The following output from the generative artificial intelligence was adapted, modified and elaborated in my assessment submission:
- Working legally and ethically within a fitness centre is a paramount responsibility for fitness professionals, ensuring the safety and well-being of clients while upholding professional standards and regulatory compliance. This academic-

style response will elucidate the essential factors to consider when operating legally and ethically within a fitness centre, drawing upon relevant references to support these principles.

- 1. **Qualifications and Certification:** One of the fundamental considerations when working in a fitness centre is ensuring that fitness professionals possess the requisite qualifications and certifications (ACSM, 2017). These certifications, such as those accredited by the National Commission for Certifying Agencies (NCCA), affirm the practitioner's competence and adherence to established standards.
- 2. **Informed Consent and Privacy:** The principle of informed consent is central in legal and ethical fitness practice (ACE, 2018). Fitness professionals must obtain informed consent from clients, outlining the risks, benefits, and expectations of their fitness programs. Furthermore, respecting clients' privacy and safeguarding their personal health information is mandated by laws like the Health Insurance Portability and Accountability Act (HIPAA) in the United States (HHS, n.d.).
- 3. **Safety Protocols:** Ensuring the safety of clients is a pivotal ethical obligation (NSCA, 2019). Proper maintenance of equipment, conducting risk assessments, and providing attentive supervision during exercises are essential components of this responsibility.
- 4. **Scope of Practice:** Staying within the defined scope of practice for fitness professionals is not only ethical but also a legal imperative (ACE, 2018). This entails refraining from diagnosing medical conditions, prescribing medication, or offering services beyond one's expertise.
- 5. **Client Autonomy and Inclusivity:** Empowering clients to make informed decisions about their health and fitness is a key ethical principle (APA, 2017). This involves providing accurate information, discussing potential risks and benefits, and respecting clients' choices, even if they diverge from professional recommendations.
- 6. **Non-Discrimination:** Fitness centres must actively promote inclusivity and prevent discrimination based on protected characteristics, such as race, gender, or disability, in accordance with anti-discrimination laws (EEOC, n.d.).
- 7. **Transparent Financial Practices:** Clear communication of fees, charges, and billing policies is crucial to uphold financial ethics within fitness centres (BBB, n.d.).
- 8. **Professional Boundaries:** Maintaining professional boundaries to avoid conflicts of interest or dual relationships is essential for ethical practice (APA, 2017).
- 9. **Reporting Ethical Violations:** Fitness professionals have an ethical duty to report any illegal or unethical behaviour they witness in the workplace, ensuring the integrity of the fitness centre and the safety of its clients (IHRSA, n.d.).
- In conclusion, working legally and ethically within a fitness centre involves a comprehensive understanding of both legal regulations and ethical standards. Fitness professionals must uphold the highest standards of professionalism, client safety, and respect for individual autonomy. Continuous education and

adherence to established guidelines and regulations are vital for providing effective, safe, and ethical fitness services.

- References:
- ACSM. (2017). ACSM Code of Ethics. Retrieved from <https://www.acsm.org/acsm-membership/supporting-your-profession/code-of-ethics>
- ACE. (2018). ACE Code of Ethics. Retrieved from <https://www.acefitness.org/education-and-resources/professional/ethics/>
- HHS. (n.d.). Health Information Privacy. Retrieved from <https://www.hhs.gov/hipaa/index.html>
- NSCA. (2019). NSCA Strength and Conditioning Professional Standards and Guidelines. Retrieved from <https://www.nscs.com/contentassets/8d1d8335123648c68855e56f5e0c596e/nsca-professional-standards-and-guidelines.pdf>
- APA. (2017). Ethical Principles of Psychologists and Code of Conduct. Retrieved from <https://www.apa.org/ethics/code>
- EEOC. (n.d.). Laws Enforced by EEOC. Retrieved from <https://www.eeoc.gov/statutes>
- BBB. (n.d.). BBB Code of Advertising. Retrieved from <https://www.bbb.org/code-of-advertising>
- IHRSA. (n.d.). Industry Standards. Retrieved from <https://www.ihrsa.org/improve-your-club/industry-standards/>

Where can I go if I have more questions?

If you still have questions, please ask your trainer or check the resources in the 'Academic integrity and referencing' module in your [Academic Learning Support Hub](#) on Canvas.