

## References

- Armstrong, M., Clarkson, P. and Noble, M. (1998), *Modularity and credit frameworks: the NUCCAT survey and 1998 conference report*, Newcastle-upon-Tyne, Northern Universities Consortium for Credit Accumulation and Transfer.
- Black, P. & William, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*, London: nfer Nelson.
- B. Bloom, J.T. Hastings, and G.F. Madaus (1971) *Handbook on formative and summative evaluation of student learning*, New York: McGraw-Hill.
- Bridges, P., Cooper, A., Evanson, P., Haines, C., Jenkins, D., Scurry, D., Woolf, H. and Yorke, M (2002), 'Coursework marks high examination marks low: discuss', *Assessment and Evaluation in Higher Education*, 27 (1) pp 35-48.  
<https://doi.org/10.1080/02602930120105045>
- Dalziel, J (1998) 'Using marks to assess student performance: some problems and alternatives', *Assessment and Evaluation in Higher Education* 23 (4) pp 351-366.  
<https://doi.org/10.1080/0260293980230403>
- Dahlgren, L.O., Fejes, A., Abrandt-Dahlgren, M. and Trowald, N. (2009) Grading systems, features of assessment and students approaches to learning, *Teaching in Higher Education*, 14 (2) pp 185-194. <https://doi.org/10.1080/13562510902757260>
- Elander, J. & Hardman, D. (2002) An application of judgment analysis to examination marking in psychology, *British Journal of Psychology*, 93, pp 303-328.  
<https://doi.org/10.1348/000712602760146233>
- Gow, L. and Kember, D. (1990), Does higher education promote independent learning? *Higher Education*, 19, pp. 307-22. <https://doi.org/10.1007/BF00133895>
- McKay, J. and Kember, D (1997), "Spoon feeding leads to regurgitation: a better diet can result in more digestible learning outcomes", *Higher Education Research & Development*, 16 (1) pp 55 - 67. <https://doi.org/10.1080/0729436970160105>
- Newstead, S. (2002) "Examining the examiners: why are we so bad at assessing students?" *Psychology Learning and Teaching*, 2 (2) pp 70-75. <https://doi.org/10.2304/plat.2002.2.2.70>
- Richardson, J.T.E. (2000) *Researching student learning: approaches to studying in campus-based and distance education*, Buckingham: Open University Press.
- Rump, C., Jakobsen, A. & Clemmensen, T. (1999) "Improving conceptual understanding using qualitative tests", in Rust, C. (Ed) *Improving student learning 6; improving student learning outcomes*, Oxford: Oxford Centre for Staff and Learning Development.
- Rust, C. (2007) "Towards a scholarship of assessment" *Assessment and Evaluation in Higher Education*, 32 (2) pp 229-237. <https://doi.org/10.1080/02602930600805192>
- Sadler (2009), 'Fidelity as a precondition for integrity in grading academic achievement', *Assessment and Evaluation in Higher Education*.
- Watkins, D., and Hattie, J. (1985) 'A longitudinal study of the approaches to learning of Australian tertiary students', *Human Learning*, 4, pp. 127-41.
- Yorke, M. (1997) "Module mark distribution in eight subject areas and some issues they raise", in N. Jackson (Ed), *Modular higher education in the UK*, London: Higher Education Quality Council, pp 105-107.

Yorke, M., Bridges, P and Woolf, H. (2000), 'Mark distributions and marking practices in UK higher education; some challenging issues', *Active Learning in Higher Education*, 1 (1) pp. 7-27. <https://doi.org/10.1177/1469787400001001002>

Zhang, L. F. and Watkins, D. (2001) 'Cognitive development and student approaches to learning: an investigation of Perry's theory with Chinese and US university students', *Higher Education*, 41, pp. 236-261. <https://doi.org/10.1023/A:1004151226395>