

TEMPLATE ASSESSOR'S GUIDE

The assessor's guide is prepared by the person(s) who creates the assignment/question bank for each exam and is prepared at the same time as the examination questions.

The assessor's guides must be available for the students after the grades have been determined, in accordance with the Higher Education Act § 5-3 (3) - <https://lovdata.no/lov/2005-04-01-15/§5-3>

General information

Course information	The course aims at how programs and activities of organizations involved with Sport for Development and Peace (SDP) contribute to sustainable development in their operating communities. The course provides students with the opportunity to reflect on the United Nations' (UN) recognition that sport enables sustainable development. In doing so, students learn how SDP programs and activities align with and contribute to the UN Sustainable Development Goals (SDGs) within their communities.
Course code	SPM121
Course name	Sustaining Sport for Development and Peace Programs
Academic year and semester	2024/2025, Spring
Credits	10
Course responsible	Derrick Charway
Type of examination	Home exam

The template is adapted to the type of examination/assessment form.

Documents that must be available to the assessor in the assessors's guide

- Examination questions (not necessary for FLOWmulti/multiple choice)
- Link to course description:
<https://www.nih.no/english/studies/courses/2025/spring/spm121.html>
- Information given to students about the specific exam

Learning outcomes

Which learning outcome descriptions is the examination linked to?

The examination will allow students to reflect and discuss the following outcomes:

- How to apply sustainability initiatives in SDP project planning and management process
- Explain how SDP programs and activities can contribute to UN SDGs in different contexts
- Reflect on the different theories of sustainability and how they can impact SDP programs in local communities
- Discuss the opportunities and challenges of delivering sustainable outcomes

Syllabus/subject matter

Refer to the most relevant parts of the syllabus/subject matter related to the examination paper.

- Mainstreaming SDP
- Applying the socio-ecological approach as a way of greening SDP programs
- The Wedding Cake Model
- Adapting sustainability strategies to local needs
- Leveraging and managing community sport

Teaching

Lecture plan and/or timetable is attached. If applicable, comment on the emphasis on different parts of the syllabus in the teaching, the teaching methods used, and any other information about the implementation of the teaching/subject that is relevant to be able to assess the answers in the best possible way. In the case of independent assignments, have the students received guidance along the way?

- Teaching was online and undertaken on Canvas. Students were provided feedback on their assignments and supported throughout the course.

Summary/suggested solutions/assessment criteria

In the case of specific answer options, define what the candidate must include in their answer to answer each question, e.g. in the form of a summary, or elements from the syllabus in discipline-based exams/oral exams. For individually designed questions, define the points/elements the question should contain.

What are the expectations for an A-answer, a good average answer (i.e. a C-answer) and an E-answer? If the grading scale is pass/fail, what must be included to pass the exam?

The grading follows [The Norwegian Education of Higher Institute grading system](#). This also available on NIH's website: [Credits and grades - Norwegian School of Sport Sciences](#)

Expectations for each examination question are provided below.

Part A: The examiner: expectations from student:

- In the context of UN initiatives and the use of sport as an aid to development, students must be able to explain the importance of mainstreaming SDP.
- The student must critically analyze the relevance of evidence-based policy and results-based accountability.
- Demonstrate knowledge of organizational sustainability.
- The answer should be well-structured and organized with paragraphs.
- Reflection must be critical and analytical.
- The APA 7th edition referencing style should be followed.

Recommended reading list:

- Coalter, F. (2007). A wider role for sport: Who's keeping the score? Routledge. Please read chapter 2, 3 and 5: [Click here to download.](#)
- Green, B. C., (2008). Sport as an agent for social and personal change. In V. Girginov (ed.), *Management of Sport Development*, Oxford: Taylor & Francis. pp. 129-45. [Click here to download.](#)
- Head, B. W. (2010). *Reconsidering evidence-based policy: Key issues and challenges*. *Policy and Society*, 29(2), 77-94. <https://doi.org/10.1016/j.polsoc.2010.03.001>
- Links to an external site. Keevers, L., Treleaven, L., Sykes, C., & Darcy, M. (2012). *Made to Measure: Taming Practices with Results-based Accountability*. *Organization Studies*, 33(1), 97-120. <https://doi.org/10.1177/0170840611430597>
- Lindsey, I. (2008). *Conceptualising sustainability in sports development*. *Leisure Studies*, 27(3), 279-294. <https://doi.org/10.1080/02614360802048886>.
- UN General Assembly (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Resolut. A/RES/70/1, 25 1–35 (2015). Read all chapters. [Click here to download.](#)

PART B: The examiner: expectations from student:

- The student must demonstrate a thorough understanding of the social-ecological approach.
- Be able to demonstrate knowledge of greening SDP initiatives.
- Reflection must be critical and analytical.
- The answer should be well-structured and organized with paragraphs.
- The APA 7th edition referencing style should be followed

Recommended reading list:

- Giulianotti, R., Darnell, S., Collison, H. & Howe P. D. (2018). Sport for development and peace and the environment: The case for policy, practice, and research. *Sustainability*, 10(7), 2241. <https://doi.org/10.3390/su10072241>.
- Giulianotti, R. (2021). Greening sport for development and peace: A socio-ecological approach. *Frontiers in Sports and Active Living*, 3, 660743. <https://doi.org/10.3389/fspor.2021.660743>.

PART C: The examiner: expectations from student:

- Demonstrate knowledge of what community sport.
- Insights of managing community sport and sustainability strategies that promote green initiatives.
- Know the focus and key stakeholders of community sport programs.
- Reflection must be critical and analytical.
- The answer should be well-structured and organized with paragraphs.
- The APA 7th edition referencing style should be followed.

Recommended reading list:

- Edwards, M. B. (2015). The role of sport in community capacity building: An examination of sport for development research and practice. *Sport Management Review*, 18(1), 6-19. <https://doi.org/10.1016/j.smr.2013.08.008>

- NIH (n.d.) Module 2: Part B - Conceptualizing Sustainability - Wedding Cake Model (WCM). <https://nih.instructure.com/courses/2970/modules>.
- NIH (n.d.) Module 3: PART C - Local community level. <https://nih.instructure.com/courses/2970/modules>.
- Perić, M., Đurkin, J., & Wise, N. (2016). Leveraging small-scale sport events: Challenges of organising, delivering and managing sustainable outcomes in rural communities, the case of Gorski kotar, Croatia. *Sustainability*, 8(12), 1337. <https://doi.org/10.3390/su8121337>. [Click here to download](#).
- Raw, k., Sherry, E. & Schulenkorf, N. (2022) Managing Sport for Development: An investigation of tensions and paradox. *Sport Management Review*, 25:1, 134-161, <https://doi.org/10.1016/j.smr.2020.09.002>. [Click here to download](#).
- The APA 7th edition referencing style should be followed

Use of AI-tools

The examiner's guide must provide guidance on how the examiner should respond if the student, in accordance with APA-7 in the chapter on AI-generated text, has stated that AI tools have generated parts of the content (i.e., assertions, statistics, arguments, ideas, artwork, coding, or similar). The following is standard text, which can be adjusted or replaced with subject-specific guidelines for the use of AI tools if these have been developed.

- "According to APA-7 in the chapter on AI-generated text, students should briefly describe if and how they have used the tool. The examiner should assess the work presented in the exam submission/master's thesis, and the use of AI tools should not count either positively or negatively."

Guiding template for content

- Overall criteria for assessment: Learning outcome descriptions and/or assessment criteria set for the individual exam (e.g. practical exam/oral exam, bachelor/master assignments and other major assignments).
- [General grade descriptions for higher education](#) (UHR 6 August 2004, rev. 2011), or a description of the requirements for a pass/fail grade (depending on the grade expression for the individual exam).
- Relevant syllabus for the examination paper. For specific questions, state the syllabus reference for the individual question.
- Expectations for answers. For exams with several specific questions, describe expectations for what gives full credit for each question, or what is expected for a passing grade. The question wording will determine how specific the assessor guidance can be. If scoring is used as an aid in the assessment, a rough description of how the points are distributed is provided.
- Use of academic discretion - holistic assessment should be specified, in relation to general grade expressions and/or assessment criteria for the exam in question.
- Other factors of importance for assessment (e.g. if assignments are to be weighted differently, if some parts of the syllabus are given less weight than other parts, plagiarism control, etc.).