

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 focuses primarily on physical activity and health in the following two main areas: • The association between regular physical activity, exercise, and health, that is, physical activity used in primary, secondary, and tertiary prevention. • Health problems that are linked to sports practice and physical activity (e.g., asthma, menstrual disorders, and musculoskeletal disorders).
Course code	MA453
Course name	Physical Activity and Health
Academic year and semester	Spring 2026
Credits	20
Course responsible	Merete Møller
Type of examination	14-day individual home exam (essays). The topic of the essay will be drawn at random.

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
- Information given to students about the specific exam

Learning outcomes

After completing the course, students should be able to

- define and discuss the associations between sedentary time, physical activity/inactivity and chronic diseases and conditions.
- critically interpret, assess, evaluate, and present the results from epidemiological and experimental studies in the fields of physical activity and health.
- explain the guidelines for sedentary time and physical activity and the evidence base for the guidelines
- explains the prevalence and causes of certain health problems associated with the practice of sports and physical activity.
- communicate about professional issues within the field of physical activity and health, both with specialists, patients/practitioners/users and to the general public
- understand and critically evaluate research that is the basis for the choice of training methods, type of activity and dosage within the prevention and treatment of non-communicable diseases and conditions.

Syllabus/subject matter

The literature is specifically chosen for each thematic area and consists of systematic reviews. Meta-analyses and original research papers. The most relevant and updated papers within each of the thematic areas are included and the literature is updated every year. All lecturers aim to present the most up to date research within their specific area.

[core literature](#)

Teaching

Lecture plan and/or timetable is attached. No single disease/condition is more central than others. The teaching is given in the form of ordinary lectures with assignments related to the individual thematic area. Plans have been made for student presentations where particular emphasis is placed on research methodology (study design, strengthening weaknesses with the knowledge we have). In addition, some of the thematic areas include a literature seminar including discussing some key papers related to the theme followed by an individually written report.

Group assignments (4-5 students) include developing and presenting a poster, writing a popular science report / blogg and thematic presentations.

There is no guidance except for a written examination description, including the grade requirements outlined in this assessor's guide. Students have had the opportunity to submit written questions in a discussion forum on Canvas, accessible to all students.

Summary/suggested solutions/assessment criteria

This is a 14-day home exam. The students have received a separate written examination description - see attachment. The topic of the essay is drawn at random. Students are required to include the assignment text as formulated on the assignment sheet on the cover page of the essay.

All the tasks have a wording in them that is about "discuss the methodological quality of the included the studies". It is a holistic assessment that must be assessed.

The final grade (A–F) will be determined by how well the essay demonstrates achievement of the course learning outcomes relevant to the specific assignment.

Expectation of an A: Where it is natural, a delimitation of the task is given. Central terms should be defined, and the students are expected to write an introduction where the topic in question is described. Furthermore, an explanation of the literature search is expected, including a justification for why the individual articles have been selected. This is not expected to be a complete systematic review but should mirror such review. In the review of literature, it is central that methodological quality is discussed and graded according to relevant quality assessment tools. The student should be able to independently explain strengths, challenges, and shortcomings in the research literature. Further, accurate and precise interpretation of the results and a concise synthesis/conclusion that corresponds to the assignment text is required. The student should demonstrate a high level of

competence in interpreting and integrating the evidence through independent reasoning, and the work is distinguished by critical reflection and analytical depth rather than a purely descriptive approach. An A assignment must be neat and well written and contain no logical breaks and properly referenced.

A good answer (C) has shortcomings compared to the above. There may be a lack of explanation for the methodology and literature search, a somewhat superficial review of literature, but still an adequate understanding of the theme and challenges.

An E is consistently weak and will bear the mark of confusion. It may have some logical breaks, but the candidate still shows sufficient understanding to enable him/her/they to pass the task.

Use of AI-tools

We expect students to use artificial intelligence (AI) as an integrated tool in their work on the assignment. AI may be used in different parts of the process, for example for idea development, structuring text, suggesting search terms, or providing language and phrasing support. Its use must always be critically reflected upon; it is the student's own responsibility to assess the relevance, quality, and scientific soundness of what AI contributes. AI does not replace independent academic work but should be regarded as a supplement to strengthen learning.

Students must in the essay include a brief description of how AI has been used (for what purpose, at which stage, and with what considerations), as well as specify which solution/tool has been used (for example ChatGPT, Copilot, Perplexity, or similar). **Failure to declare how AI has been used will be considered a formal error.**

Detailed information on AI use is available on the course front page and here:

https://nih.instructure.com/courses/3867/modules#module_21446 (so far only in Norwegian)

A few things to remember when using AI for academic purposes: 1) Outsource labour to AI, not your thinking; 2) Use AI to create structure, not content; 3) Treat AI as your research assistant, not your supervisor. Remember AI cannot appropriately synthesise and judge the quality of scientific papers.

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.).