

TEMPLATE ASSESSOR'S GUIDE – MA531 2025

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	This course offers an in-depth in psychology of exercise and physical activity, leading to an understanding of antecedents, experiences and outcomes of such activities.
Course code	MA531
Course name	Psychology of exercise and physical activity
Academic year and semester	2025, Fall semester
Credits	10 ECTS
Course responsible	Elin Kolle
Type of examination	An individually written literature review based on the curriculum. Graded A-F.

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

Which learning outcome descriptions is the examination linked to?

The exam is connected to the following learning outcomes, somewhat depending on the topics chosen by the student:

- reflect critically on potential antecedents, barriers and outcomes of exercise and physical activity
- explain and apply models of behavior change in relation to exercise and physical activity behavior
- communicate scientific knowledge on topics related to exercise and physical activity

Syllabus/subject matter

The most relevant curriculum depends on the topic chosen by the students. This can be found in the course outline on the NIH webpage, where the curriculum is specified for each topic.

Teaching

The students have received traditional lectures, along with specific tasks for each topic that they have worked on independently. This has enabled them to engage more deeply with the subjects.

Summary/suggested solutions/assessment criteria

It is expected that the students follow the guidelines outlines (attached), including word limit, structure and referencing. The following questions should guide the evaluation:

Content

- Has the candidate properly defined and operationalized the exam question?
- Has the candidate shown sufficient insight into and overview over the problem domain?
- Has the candidate answered the exam/assignment question while appropriately engaging with the work of others? In this context, the use of references and a proper bibliography to relevant literature is essential.
- Has the candidate critically reviewed and discussed the chosen literature in the process of answering the exam question?

Presentation

- Is the exam paper written in a way that allows the reader to easily follow the starting point and objectives, the work carried out, and the conclusions/results, while maintaining a clear overview throughout?
- Does the exam paper contain the necessary elements as abstract/summary, table of contents, introduction, etc. in an appropriate form?
- Clarity: Is it easy/possible/difficult/impossible to follow and understand what is written? Are proper references given, and is the reference list complete and according to bibliographical standards?
- Information density: Is the relation between content and volume satisfactory?
- Style: Does the candidate make a distinction between essentials and details?
- Is there an overview chapter/section (cf. structure) which makes the work more available?
- Language: Is the language used in a grammatically correct manner and with a good flow?
- Eventual Illustrations and tables: Are illustrations and tables clear, reasonably self-explanatory and informative? Is there unnecessary duplication between text and eventual illustrations/tables?

To achieve a good grade, the candidate is expected to demonstrate a thorough understanding of the literature and the topic, and to critically reflect on the research conducted in the field. It is also encouraged to refer to relevant literature beyond the curriculum, where appropriate.

The national guidelines for gradings apply:

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

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Use of AI-tools

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, and the use of AI tools should not count either positively or negatively.