

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	
Course code	SPM104
Course name	SPORTS AND SUSTAINABILITY
Academic year and semester	2025 – spring
Credits	10
Course responsible	Allan Bennich Grønkjær
Type of examination	written

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

Documents that must be available to the assessor

- ☐ Examination questions (if not included in WISEflow)
- ☐ Course syllabus or program syllabus
- ☐ Information given to students about the specific exam

Learning outcomes

Which learning outcome descriptions is the examination linked to?

Upon successful completion of the course, students should be able to:

1. Describe different views on sustainability and sustainable development from historical, ethical and organizational perspectives.
2. Explain the UN's sustainability goals and connect them to national and international sports.
3. Give an account of Norwegian and international environmental and climate goals and be able to reflect on the impact of sport on the environment.
4. Reflect on how Norwegian sport can be presented as sustainable in terms of social, economic, and environmental conditions
5. Discuss the benefits and challenges of concrete measures to make sports more sustainable.

Syllabus/subject matter

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

The examination paper requires students to apply concepts from the course modules related to sustainability in sports organizations. The relevant parts of the syllabus include:

1. Historical, Ethical, and Organizational Perspectives on Sustainability: Students should demonstrate understanding of sustainability from multiple viewpoints and articulate these in relation to sports organizations.
2. UN Sustainability Goals: Students must connect these goals to the context of sports, both nationally and internationally.
3. Environmental and Climate Goals: A critical analysis of how sports impact the environment and how they can contribute to sustainability.
4. Norwegian Sports Sustainability: Reflection on the social, economic, and environmental sustainability practices within Norwegian sports.
5. Concrete Measures for Sustainability: Students should discuss benefits and challenges of specific measures to enhance sustainability in sports.

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 follows the SPM104 online course in Canvas

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?

Examination Assignment Breakdown

Part 1: Introduction. Expectations: Describe the organizational unit and its current sustainability status. Include historical, ethical, and organizational perspectives on sustainability.

- A-grade criteria: Comprehensive understanding and integration of multiple perspectives; clear articulation of the organizational unit's sustainability status. Demonstrates strong use of curriculum materials, key concepts, and theories.

- C-grade criteria: Adequate description with some integration of perspectives; basic understanding of the unit's sustainability status. Uses curriculum materials and theories at a satisfactory level.
- E-grade criteria: Minimal description lacking integration of perspectives; unclear articulation of sustainability status. Limited use of curriculum materials and theories.

Part 2: Organization of the Sustainability Process. Expectations: Identify key roles/persons for the sustainability group and justify choices.

- A-grade criteria: Well-justified selection of roles with sound reasoning and connection to sustainability theory. Strong application of key concepts and theories from the curriculum.
- C-grade criteria: Reasonable selection of roles with basic justification. Moderate use of curriculum concepts and theories.
- E-grade criteria: Inadequate selection or poor justification of roles. Limited reference to curriculum materials.

Part 3: Prioritization of Sustainability Goals. Expectations: Choose and justify three to five UN sustainability goals for prioritization using theoretical approaches.

- A-grade criteria: Thoughtful selection of goals with strong theoretical justification and clear connection to the organizational unit. Excellent integration of curriculum key concepts and theories.
- C-grade criteria: Satisfactory goal selection with basic theoretical linkage. Some use of curriculum concepts.
- E-grade criteria: Poor selection of goals with weak or no theoretical support. Minimal reference to the curriculum.

Part 4: Objectives. Expectations: Set concrete goals for sustainability, justified with reference to Norwegian and international environmental/climate goals.

- A-grade criteria: Clear, justified objectives that reflect a deep understanding of environmental impacts and sustainability enhancement. Strong use of syllabus materials and theories.
- C-grade criteria: Basic objectives with some level of justification. Moderate reference to key concepts from the curriculum.
- E-grade criteria: Vague objectives with insufficient justification. Limited inclusion of curriculum materials.

Part 5: Implementation. Expectations: Detail the sustainability process, stakeholder involvement, and continuous process maintenance.

- A-grade criteria: Detailed, practical implementation plan with strong stakeholder engagement strategies and sustainability continuity. Effective use of curriculum theories and concepts.

- C-grade criteria: Basic implementation plan with some stakeholder engagement. Satisfactory application of syllabus materials.
- E-grade criteria: Poor implementation plan with limited stakeholder involvement. Minimal reference to the curriculum.

Part 6: Concluding Reflections. Expectations: Discuss critical sustainability questions, opportunities, and challenges in sports organizations.

- A-grade criteria: Insightful discussion with well-founded strategies addressing sustainability dilemmas. Strong reliance on curriculum key concepts and theories.
- C-grade criteria: Adequate discussion with basic recognition of sustainability challenges. Moderate use of curriculum materials.
- E-grade criteria: Superficial discussion lacking depth. Limited reference to curriculum concepts and theories.

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, and the use of AI tools should not count either positively or negatively.
- The information generated by AI should never be used as a scholarly source, and Open AI or similar tools should therefore not be included in your reference list.
- AI is known to generate "false references," i.e., references to scientific articles and other sources that do not exist. If we detect this in your submission, we will ask for an explanation. The consequence, in principle, is that you will be excluded from the course.
- Important: It is possible to recognize AI-generated text, so if the students use AI, this must be clearly explained by including an appendix with a description on the students have used AI tools.
- In general, NIH's guidelines for the use of AI needs to be followed:
<https://www.nih.no/english/for-students/about-ai/index.html>

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.).