The Quality Assurance of Education at NTNU is in place to make sure that the education you receive as a student is of high quality. If the quality of education that you experience is below your expectations, you should be able to affect change in the education provided. The Quality Assurance system explains the roles of persons in the different levels of the organization and what they’re expected to contribute. All the way from us students to the top of “the food chain”, with the Rector and the University Board. About the student role it says “Each student is expected to participate actively in evaluations by providing continuous feedback to the educator and the reference group for all courses, and be partaking in the reference groups, surveys, meetings and more.”

There should be a reference group for all courses provided at NTNU. The reference group consist of at least 3 students, which together represent all the students in the class. In a course consisting of multiple study programs, all should be represented in the reference group. Throughout the semester the reference group should have at least 3 meetings with the educator. In these meetings the subject should be what is working or not working, and what measures can be taken to improve. See “Subjects for the Reference Group Meetings” for ideas. After these meetings there should be a short written report.

At the end of the semester the reference group is to write a report about the quality of the education provided, as well as suggestions to measures for improving quality. The Course Coordinator is to take this report into account when writing the Course report, which is to be sent to the head of the Department. The head of the Department should then make a plan of action on how to implement these measures. If suggestions of measures are not followed up, this should be justified so that students can receive an explanation to how the needs of the students are otherwise attended to.
Subjects for the reference group

Anything that has to do with the provided education or learning environments of the course can be discussed in the reference group meetings. There should be dialogue between students and educators. The perception of what good education entails can vary from person to person, so it is only fitting to have this discussion in the reference group. Examples of subjects for the reference group meetings is:

- Is the student familiarized with the learning outcome description of the course?
- Does the teaching follow the learning outcome description of the course?
- Is the teaching based on research?
- Did the student have the necessary prerequisites for the course?
- Is the course progress ok? How is the course progress compared to other courses’?
- How’s the connection between this course and other courses you have this semester?
- How’s the work load?
- Is the learning environment good? Are the lecture spaces appropriate in space, comfort and noise level?
- How can the learning environment be improved?
- Is the connection between the lecturer and the students good?
- How is the facilitation for disabled or student with other needs?
- Is the learning material (books, online resources, course websites etc.) useful?

It is wise to bring up relations where the lecturer or course coordinator has the ability to impact and make changes. The reference group can bring suggestions to immediate change, or remark on long term challenges.
The reference group report has some required information that needs to be included. It should start with information about the subject and the reference group. Next the students’ evaluation of the course quality is included, and finally suggestions for measures to improve the course quality.

The templates of reference group reports can be found here: s.ntnu.no/referencegroup.

The course coordinator should post the reports online in the document management tool Doq. Previous reports can be found at s.ntnu.no/referansegrupperapporter.
If there is not established a reference group in a course, students can take this up with the course coordinator. If after this nothing happens you can contact the head of department or the student democracy. In the course description the department responsible for the course should be listed, contact information of the department can be found on their webpages under ntnu.no. You can read about the student democracy on the next pages.
Every faculty has a student council made up of representatives from departments or study programs with some variations. The student council members are your most important representatives. They are continuously working to preserve your rights and they can help you with other problems, as well as the reference group work. If they cannot help you themselves, they know someone who can.

All students of one faculty can run for that student council. The election is typically at the end of the semester, prior to the exam period.

Gjøvik and Ålesund have a local student parliament responsible for NTNU students in these cities. They have similar function as the student councils but with a responsibility that expands further than just local representation towards the administration and working for students’ rights.

The student parliament is the highest governing body for students at NTNU. The elections are every fall and all students at NTNU can both run and cast their vote. The student parliament consists of 31 students from all faculties at NTNU, as well as representatives from Gjøvik and Ålesund. Throughout the year the student parliament has multiple meetings where they enact the students’ opinions in different cases. They also appoint students to different councils and committees at NTNU. If you are committed to smaller or larger issues concerning NTNU, the student parliament is a good arena to participate in. It also gives you an overview into how NTNU works as an organization. The student parliament has an executive body, the executive committee, which consists of 10 representatives. Out of these 7 work full-time and 3 work part-time with implementing the politics of the student parliament, as well as coordinating the entire student democracy.