Mismatch in certain diversity dimensions

Highest School Degree from Parents

- A-Levels: 66% (Survey Participants, n=57) vs. 83% (Benchmark Germany)
- Other Qualification: 33% (Survey Participants, n=57) vs. 18% (Benchmark Germany)

Highest Professional Degree from Parents

- University Degree (EQR 6+): 52% (Survey Participants, n=53) vs. 68% (Benchmark Germany)
- Master craftsman/technician College (EQR 6): 20% (Survey Participants, n=56) vs. 6% (Benchmark Germany)
- Skilled Worker/Apprenticeship (EQR 3/4): 25% (Survey Participants, n=56) vs. 26% (Benchmark Germany)

Public University
95% Survey Participants
61% Benchmark Germany

Gender

Survey Participants (n=55)
- Female: 40%
- Male: 60%

Benchmark Germany (Statistisches Bundesamt, November 2019)
- Female: 49%
- Male: 51%

Benchmark EHEA
- Female: 53%
- Male: 47%

1 Not including University of Applied Science
2 n=56
3 https://www.statistikportal.de/
Interesting findings

**International study experience:** Respondents have 2x more often international experience

**Study financing:** Respondents receive 6x more often scholarships

**Voluntary work:** ~80% of all respondents are involved in other QA-related activities

**Recognition of informal and non-formal learning** appeared to be not known for >60%
### Reasons that hinder the participation in reviews
(multiple answers possible)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Time</td>
<td>68%</td>
</tr>
<tr>
<td>Employment alongside your studies</td>
<td>35%</td>
</tr>
<tr>
<td>Less flexibility/Obligation to attend own degree program</td>
<td>32%</td>
</tr>
<tr>
<td>Little predictability of own studies</td>
<td>24%</td>
</tr>
<tr>
<td>Mental and physical illnesses and / or physical impairments</td>
<td>16%</td>
</tr>
<tr>
<td>Financial Reasons</td>
<td>14%</td>
</tr>
<tr>
<td>I don’t feel taken seriously / I don’t have a say</td>
<td>11%</td>
</tr>
<tr>
<td>Experience of discrimination</td>
<td>8%</td>
</tr>
<tr>
<td>Interpersonal differences with involved persons in the accreditation process</td>
<td>8%</td>
</tr>
</tbody>
</table>

Survey Participants (n=37)
Implications for Quality Assurance

- Diversity in student body ≠ inclusion in decision-making processes/contributions such as in Quality Assurance
- First study on diversity of student representatives → monitoring and follow-up
- Gain evidence about how to better involve target groups e.g.
  - Support and resources
  - Awareness rising

- How is diversity reflected in student representation in general?
- How can we make (student) representation in QA expert panels more diverse and promote non-traditional groups?