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**“Counselling, coaching and supervision concepts and their implications for students’ personal and professional growth – a view on the German Higher Education landscape”**

**Abstract**

Since the introduction of the Bologna-Process in 1999 the German Higher Education System has experienced a profound change of his study system. The formal adoption of the consecutive Bachelors and Masters system associated with other changes like an ongoing short-cut of public funding, changes in university governance structures and increasing student numbers has brought a set of problems like high drop-out rates in study programmes or decreasing student diversity.

Conference themes within the Higher Education area relate to the Bologna process and the consequences on the German Higher Education. Several initiatives and research programmes were initiated by the German Federal Ministry of Education and Research in order to support the development of new innovative ways of learning, teaching and curricular concepts based on empirical research.

Within this landscape of ongoing changes “counselling”, “coaching” and “supervision” concepts are discussed vividly be it concepts for the professionalization of university teachers to enhance the quality of teaching and learning be it new forms of students learning settings or curricular concepts. Klinkhammer (2009) even mentions a “coaching boom” regarding the emerging issue in journals, conferences and associations related to Higher Education.

The speech will give an overview of the actual German discourse on “counselling”, “coaching” and “supervision” concepts in the Higher Education area referring to some definitions and best practice examples from the viewpoint of Higher Education Academic Development. It will look at the institutional and structural integration of the mentioned concepts at German Universities and their role within change management processes. Taking a closer look on one example of a student counselling concept integrating elements of eportfolio-work, forms of peer and teacher counselling and their integration in the curriculum of a Masters study programme in order to support students in their personal and professional growth will lead to a final discussion on challenges and chances of students counselling concepts within a change management scenario at Universities.