

Lecturers' Lounge Submission - EuroCHRIE 2025 Amsterdam

Curriculum with Reach - Igniting Inner Development through Passion and Purpose in Year 4 Hospitality Education

Dr. Neil Walsh

Ms. Anemoon Schepel

At Hotelschool The Hague, we have reimagined our Year 4 Bachelor curriculum to embed the Inner Development Goals (IDGs) into both structure and spirit. As course designers and leads, we present how the final year of our applied Hospitality Management programme develops not only students' professional expertise but also their inner capacity to lead with awareness, ethics, and purpose in a rapidly changing world (Inner Development Goals, 2021).

In Semester 7 (*Passions & Pathways*), students conduct applied research rooted in personal and professional curiosity. Grounded in principles of critical pedagogy (Zembylas, 2021; Berryman & Emejulu, 2022) our design promotes student ownership, positionality, and epistemic agency (Biesta, 2009). The challenge-based learning model enables students to engage in self-regulated inquiry (Zimmerman, 2002) while critically exploring real-world issues. The semester culminates in the *Challenge Impact Expo & Showcase* a public-facing artefact or event that communicates findings through IDG lenses such as *Being* (inner compass, presence), *Thinking* (critical thinking, complexity awareness), and *Collaborating* (trust, co-creation).

Semester 8 transitions into applied practice via an Intercultural Hospitality Leadership internship (management placement), where students articulate and pursue professional, social, and personal development goals. Through reflective LEAD Conversations with both coaches and industry mentors, students demonstrate metacognition and adaptive capacity, hallmarks of employability in uncertain futures (Jackson & Bridgstock, 2021; Tomlinson & Holmes, 2022). The LEAD Portfolio (Leadership/Emotional-Intelligence/Adaptability/Development) submitted at the close of the semester, serves as a curated, critically reflective professional narrative that evidences growth across the IDGs – within the LEAD Portfolio students can draw focal energies on specific IDGs such as *Relating* (empathy, communication) and *Acting* (courage, ethical commitment) connected to their work-integrated learning experiences.

By embedding the IDGs into both the applied research and work-integrated learning contexts, our Year 4 curriculum transcends traditional competencies to promote whole-person development. This dual outcome approach professional mastery and inner capability aligns with emerging calls for higher education to cultivate “future-capable” graduates equipped for both impact and integrity (Knightley et al., 2023; Bridgstock et al., 2024; Jackson, 2020).

Interactive Invitation for the Lounge

We warmly invite fellow lecturers, programme leads, and educational innovators and industry mentors to join our interactive space during the Lecturers' Lounge. Alongside a visual storyboard of our Year 4 design we will facilitate an open dialogue on embedding the IDGs and fostering graduate readiness.

Discussion prompts include;

- How are you activating the IDGs in your HBO curriculum or work-integrated learning assessments?
- What creative work forms such as challenge-based learning, professional storytelling, or buddy-coaching are supporting both employability and inner development?
- How might we co-create a shared HBO-wide resource bank for activating IDGs in applied education?

Participants will engage in peer-circle conversations, contribute insights on interactive boards, and help shape a blueprint for a co-created IDG curriculum. We hope this exchange supports inspiration, collaboration, and action across institutions committed to educating future leaders graduates who lead with both competence and conscience.

Berryman, L., & Emejulu, A. (2022). *Critical Pedagogies in Uncertain Times: Rethinking Education in the Face of Crisis*. Bloomsbury Academic.

Biesta, G. (2021). *World-Centred Education: A View for the Present*. Routledge.

Bridgstock, R., Jackson, D., & Trede, F. (2024). *Graduate Employability Reimagined: The Future of Work and Learning*. Palgrave Macmillan.

Inner Development Goals. (2021). *Framework and Skills for Inner Growth*. <https://www.innerdevelopmentgoals.org>

Jackson, D. (2020). Developing graduate employability: The role of work-integrated learning. *Higher Education*, 79(1), 1–21.

Jackson, D., & Bridgstock, R. (2021). Evidencing employability in higher education: Exploring strategic institutional responses in Australia and the UK. *Journal of Higher Education Policy and Management*, 43(6), 590–606.

Knightley, W., Yorke, L., & Rowe, A. (2023). Educating for complexity: Rethinking graduate capabilities. *Teaching in Higher Education*, 28(1), 100–117.

Ross, J. (2020). Speculative Pedagogies for Uncertain Futures. *Critical Studies in Education*, 61(1), 51–67.

Tomlinson, M., & Holmes, L. (Eds.). (2022). *Graduate Employability in Context: Theory, Research and Debate*. Palgrave Macmillan.

UNESCO. (2022). *Reimagining our futures together: A new social contract for education*.

Zembylas, M. (2021). Critical hope: A pedagogical remedy for confronting social injustice. *Educational Philosophy and Theory*, 53(1), 1–10.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.