

Level Four [Transition]

			Aims	Objectives
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Enable students to:	
HABITUS	STUDENT IDENTITIES	CHOOSE	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	<p>Increase awareness of study options, social and leisure facilities, and career opportunities for students</p> <p>Discover course options and placement opportunities at (name of HEI)</p> <p>Discover social and leisure, and extra-curricular opportunities at (name of HEI)</p> <p>Discover careers information, advice and guidance services at (name of HEI)</p> <p>Discover academic and information services, facilities and resources at (name of HEI)</p>
			Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	<p>Investigate opportunities available to students and make informed choices that align with personal interests and career aspirations</p> <p>Identify appropriate course and placement options at (name of HEI)</p> <p>Identify appropriate academic skill development and personal support services at (name of HEI)</p> <p>Identify appropriate social and leisure, and extra-curricular opportunities at (name of HEI)</p> <p>Identify appropriate financial and budgeting support services at (name of HEI)</p> <p>Identify appropriate careers advisory and student employment services at (name of HEI)</p>
SKILLS CAPITAL	SKILLS CURRICULUM	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<p>Embrace the challenge of Higher Education and make a successful transition to university</p> <p>Experience a positive induction into student life and the campus/environment at (name of HEI)</p> <p>Experience a positive introduction from academic staff, other university employees and students</p> <p>Establish positive relationships with academic staff, other university employees and students</p> <p>Become familiar with learning and teaching approaches at (name of HEI)</p> <p>Develop personal strategies for maximising the benefits of higher education</p> <p>Access appropriate academic and personal support mechanisms at (name of HEI)</p> <p>Access the information, advice and guidance needed to make a successful transition at (name of HEI)</p>
			Develop students' study skills and capacity for academic attainment and successful graduate progression	<p>Identify and develop skills and capacities needed to achieve academic success</p> <p>Identify specific skills and capacities needed to succeed on their course and in their subject area</p> <p>Map existing skills and identify areas for skill development</p> <p>Engage with appropriate academic skills support and develop academic capacity</p> <p>Identify and develop the skills to engage effectively with university learning and teaching formats</p> <p>Develop the skills to communicate effectively in university settings.</p> <p>Develop the skills to work independently, direct their own study and manage their workload</p> <p>Develop the capacity to work collaboratively in a variety of group settings</p>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	<p>(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts</p> <p>Experience a positive introduction to the HEI as a research and learning environment</p> <p>Experience a positive introduction to the HEI's Library and information resources</p> <p>(b) Situate existing knowledge and interests within the context of university course and subject area</p> <p>Experience a positive introduction to Library subject resources, unit outlines, reading lists and academic literature</p> <p>Experience an, accessible and challenging curriculum offer relevant for a 21stc globalised world</p> <p>Experience a positive introduction to degree programmes, unit outlines, assignment briefs etc.</p> <p>Experience a positive introduction to research areas within their schools and faculties, department events and seminars</p> <p>Access and experience appropriate attainment-raising interventions</p>

Level Three [Post 16]

			Aims:	Enable students to:
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	<p>Investigate course & placement options, and social & leisure opportunities in Higher Education</p> <p>Discover course and placement opportunities in Higher Education (and/or at NAME OF HEI)</p> <p>Find out about research areas, expertise and facilities in Higher Education (and/or at NAME OF HEI) and new areas of development</p> <p>Explore social and leisure, and extra-curricular opportunities in Higher Education (and/or at NAME OF HEI)</p> <p>Discover career benefits of Higher education and the employment opportunities for NAME OF HEI) graduates.</p> <p>Find out about academic and information services, facilities and resources at (name of HEI)</p>
HABITUS	STUDENT IDENTITIES	CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	<p>Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations</p> <p>Evaluate different types of Higher Education Institution in terms of personal interests and career aspirations</p> <p>Compare degree courses and study options across a range of universities</p> <p>Engage effectively with the UCAS process and generate and submit a strong university application</p> <p>Compare student finance, budgeting support and student employment opportunities across a range of universities</p>
SKILLS CAPITAL	SKILLS CURRICULUM	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<p>Anticipate challenges they will face in Higher Education and make a successful transition to university</p> <p>Gain a positive first-hand experience of student life and a university environment</p> <p>Become familiar with learning and teaching approaches in Higher Education</p> <p>Identify and practise the skills they need to live independently</p> <p>Engage with academic and personal support mechanisms at (name of HEI)</p> <p>Interact with academic staff and other university employees</p> <p>Interact with other students on programme, Student Ambassadors and current students.</p> <p>Participate in challenging educational activities which are stimulating and motivating</p> <p>Access the information, advice & guidance they need to make a successful transition to HE and/or (name of HEI)</p>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<p>Enhance academic skills that develop capacity for critical thinking, independent research and self-directed learning</p> <p>Enhance capacity for independent learning, self-directed study and enterprise</p> <p>Enhance capacity for creative problem solving and decision making</p> <p>Enhance communication and presentation skills using different mediums.</p> <p>Enhance critical thinking skills through experimentation, reflection, analysis, synthesis and evaluation</p> <p>Enhance research skills and gain experience of independent research</p> <p>Enhance project planning skills and expertise in designing, implementing and evaluating a small-scale project</p> <p>Enhance group work skills and capacity to lead and work collaboratively</p> <p>Enhance revision skills and expertise in a range of revision techniques</p>
UNDERSTAND	KNOWLEDGE CURRICULUM		Develop students' understanding by contextualising subject knowledge and supporting attainment raising	<p>(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts</p> <p>Extend awareness of the wider applications of knowledge</p> <p>Locate existing knowledge within wider fields of knowledge and other contexts</p> <p>Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions</p>
				<p>(b) Situate existing knowledge & interests within the context of university degree programmes and academic disciplines</p> <p>Relate existing knowledge and interests to university subject areas and degree programmes</p> <p>Understand how knowledge can be developed within university subject areas and academic disciplines</p>
				<p>(c) Access and experience appropriate attainment-raising interventions</p>

Level Two [Year 10-11]

			Aims	Objectives
				Enable students to:
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	<p>Explore academic, social, economic and personal benefits of progressing to Higher Education</p> <p>Discover academic and social benefits of Higher Education</p> <p>Understand economic benefits of Higher Education and career opportunities for graduates</p> <p>Explore benefits of Higher Education in terms of personal development and cultural enrichment.</p> <p>Discover study and research opportunities in Higher Education</p>
HABITUS	STUDENT IDENTITIES	CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	<p>Explore differences between Higher Education Institutions and study opportunities within subject areas</p> <p>Distinguish between different types of Higher Education Institution</p> <p>Explore different types of university course and their entry requirements</p> <p>Explore university subject areas and the range of possible study opportunities</p> <p>Find out about student finance and additional financial support</p>
		BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<p>Increase confidence in their capacity to progress onto Higher Education</p> <p>Develop confidence in their potential to progress onto and succeed at university</p> <p>Become familiar with a university setting and learning and teaching approaches in Higher Education (and/or at NAME OF HEI)</p> <p>Establish a positive association with Higher Education (and/or at NAME OF HEI and its community)</p>
SKILLS CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<p>Develop study skills through educational projects which encourage active learning</p> <p>Develop capacity to apply existing knowledge to problem solving</p> <p>Develop communication and presentation skills using different mediums.</p> <p>Develop analytic skills and capacity for creative and innovative thinking</p> <p>Develop and apply research skills</p> <p>Develop and apply project planning skills</p> <p>Develop team-working and leadership skills</p> <p>Develop revision techniques and skills</p>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	<p>(a) Broaden understanding of subject knowledge and its wider applications</p> <p>Develop understanding and competence of GCSE curriculum</p> <p>Discover how GCSE subject knowledge can be applied in other contexts and settings</p> <p>Engage in challenging educational projects which extend understanding and contextualise learning</p> <p>(b) Link GCSE subject knowledge to university subject areas</p> <p>Explore how GCSE knowledge can be applied and developed at degree level</p> <p>Understand how GCSE curriculum relates to university subject areas</p> <p>(c) Access and experience appropriate attainment-raising interventions</p>

Level One [Year 8-9]

			Aims	Objectives
		Enable students to:		
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Understand how GCSE study relates to Higher Education and future career opportunities ----- Reflect on post-16 options and benefits of Higher Education ----- Understand how GCSE study relates to post-16 study ----- Understand how Higher Education relates to future career opportunities
		CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	Choose GCSE subject choices that correspond with personal and career interests ----- Consider GCSE qualifications within the context of academic, vocational and 'work-based' post-16 progression routes into Higher Education. ----- Consider routes through Higher Education into careers, occupations and job families
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Explore how personal circumstances, interests and characteristics influence academic and employment aspirations ----- Reflect on personal circumstances, interests, characteristics and aptitudes and how they are influencing academic and employment aspirations ----- Identify personal qualities, strengths and attributes that are required to realise future ambitions.
SKILLS CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	Identify skills and capacities they will need to develop to achieve future aspirations ----- Reflect on existing skills, capacities and areas of expertise ----- Reflect on skills, capacities and expertise needed to progress towards future ambitions
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	Consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts ----- Consider how GCSE subject knowledge can be developed and applied within a variety of post-16 settings ----- Relate GCSE subject knowledge to university subject areas ----- Access and experience appropriate attainment-raising interventions

Level Zero [Year 6]

			Aims	Objectives
		KNOW		Enable students to:
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM		<p>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</p>	Experience a positive introduction to Higher Education and acampus HEI
				<p>Find out about Higher Education</p> <p>Explore the NAME OF HEI Campus and/or environment</p>
HABITUS	STUDENT IDENTITIES	CHOOSE	<p>Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices</p>	Identify link between Higher Education and careers
				<p>Discover how school is linked to Further and Higher Education</p> <p>Discover how Higher Education is linked with certain careers and occupations</p>
SKILLS CAPITAL	SKILLS CURRICULUM	PRACTISE	<p>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</p>	Imagine themselves as a future university student
				<p>Discover what it is like to be a HE/university student</p> <p>Experience a positive introduction to HE/university life</p>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	<p>Develop students' study skills and capacity for academic attainment and successful graduate progression</p>	Discover some of the skills that students require at university
				<p>Discover some of the ways that people learn in HE/university</p> <p>Discover some of the skills that students develop in HE/university</p>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	<p>Develop students' understanding by contextualising subject knowledge</p>	Broaden their understanding through positive learning experiences
				<p>Discover subject areas that can be studied at HE/university</p> <p>Participate in engaging educational activities that stimulate interest and encourage a positive attitude to learning</p> <p>Access and experience appropriate attainment-raising interventions</p>