

## NERUPI Framework Levels

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Level Six (Progression to postgraduate study/employment)			Aims	Objectives
				<i>Enable students to:</i>
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations</b> <ul style="list-style-type: none"> <li>Receive comprehensive information about postgraduate course options and funding</li> <li>Receive comprehensive information about postgraduate placement and other employment-related opportunities</li> <li>Receive comprehensive information about relevant careers, advice and guidance services, and support they can utilise as graduates</li> <li>Receive opportunities to attend events and experiences which develop awareness of subject-specific career paths, aligned subject fields and more broad-based graduate pathways</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	➤ <b>Identify and utilise opportunities and make informed choices that align with personal interests and career aspirations</b> <ul style="list-style-type: none"> <li>Access appropriate postgraduate course and finance opportunities</li> <li>Access appropriate support to ensure successful postgraduate progression</li> <li>Access appropriate careers advisory and student employment services</li> <li>Access and evaluate postgraduate course and employment options</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	➤ <b>Embrace the challenge and develop a personal strategy for postgraduate progression</b> <ul style="list-style-type: none"> <li>Engage with and maximise the benefit of a network of industry specific contacts relevant to their field of interest and postgraduate goals</li> <li>Engage with and utilise appropriate support and alumni mechanisms in preparation for life beyond undergraduate study</li> <li>Engage with other students to form mutual support networks</li> <li>Engage with and utilise appropriate information, advice and guidance support and make a successful postgraduate transition</li> <li>Engage with and utilise personal tutorial and other support mechanisms to develop transitional capital to support postgraduate work or study</li> <li>Engage with and utilise social media platforms effectively to present attributes and experiences that are valued within their respective field</li> <li>Engage with a wide range of personal development opportunities and mobilise their degree and experience to maximum effect</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	➤ <b>Identify and develop skills and capacities needed for postgraduate study or graduate employment</b> <ul style="list-style-type: none"> <li>Consolidate and apply existing skills and capacities and identify areas for future development</li> <li>Refine their ability to apply theoretically informed approaches to scenarios based in postgraduate study and employment</li> <li>Consolidate and communicate the skills acquired in HE in order to access postgraduate study and graduate-level occupations</li> <li>Consolidate and communicate experiences and graduate attributes effectively in order to access postgraduate study and graduate-level occupations</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	➤ <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b> <ul style="list-style-type: none"> <li>Extend and apply subject knowledge through post graduate study</li> <li>Extend and apply subject knowledge in different employment contexts</li> <li>Extend and synthesise academic knowledge with industry experience</li> <li>Extend their understanding and awareness of digital applications relevant to postgraduate study or graduate-level occupations in their field</li> </ul>

Level Five (Student success in HE)			Aims	Objectives
				<i>Enable students to:</i>
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Receive comprehensive information about personal development and progression opportunities for graduates in their subject area</b> <ul style="list-style-type: none"> <li>Receive comprehensive information about the range of course and placement opportunities available to them</li> <li>Receive comprehensive information about social and leisure, and extra-curricular opportunities</li> <li>Receive comprehensive careers information, advice and guidance</li> <li>Receive information through a variety of communication mediums</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	➤ <b>Access and utilise appropriate opportunities and provision in order to orientate themselves towards and realise personal goals</b> <ul style="list-style-type: none"> <li>Access appropriate information, advice and guidance and fully utilise course and placement opportunities</li> <li>Access appropriate academic and personal support and fully utilise university services</li> <li>Access social and leisure, and extra-curricular opportunities, and pursue personal interests</li> <li>Access student finance and budgeting support appropriate to personal circumstances</li> <li>Access specialist careers information, advice and guidance and opportunities to network with alumni and employers</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	➤ <b>Maximise the benefits of university life and successfully progress to graduate employment</b> <ul style="list-style-type: none"> <li>Engage with student life and the university's academic community</li> <li>Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks</li> <li>Engage reflexively with support services and other student to articulate and reflect upon academic identity, belonging and personal development</li> <li>Engage with and fully utilise available learning and teaching approaches and resources</li> <li>Engage with lecturers and personal tutors and establish positive relationships</li> <li>Engage with student services and the Students' Union to foster personal wellbeing and development</li> <li>Engage with careers advice and utilise placement opportunities to enhance employability and capacity to realise graduate goals</li> <li>Engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours to ensure their success</li> <li>Engage with personal tutorial, other support and other students to articulate and reflect upon academic identity, belonging and development</li> <li>Engage with and utilise social media platforms effectively in order to support their graduate progression</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	➤ <b>Consolidate study skills and capacity for academic and graduate success</b> <ul style="list-style-type: none"> <li>Consolidate their academic skills and develop a personalised strategy for skills acquisition</li> <li>Consolidate their study skills in order to maximise the benefit of different learning and teaching formats</li> <li>Consolidate their communication and language skills within formal and informal settings</li> <li>Consolidate a varied skills set to enhance future employability and develop the capacity to demonstrate skills to potential employers</li> <li>Consolidate digital literacy skills and capacity to utilise digital applications relevant to their subject area and wider field of interest</li> <li>Consolidate their interpersonal and group work skills and capacity to work collaboratively with others</li> <li>Consolidate their capacity to utilise assignment feedback effectively to ensure continued academic development</li> <li>Consolidate their understanding of their subject area and utilise course materials and teaching resources effectively</li> <li>Consolidate their understanding of university marking schemes and assessment criteria in order to maximise their potential for academic success</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	➤ <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b> <ul style="list-style-type: none"> <li>Extend and apply subject knowledge through post graduate study</li> <li>Extend and apply subject knowledge in different employment contexts</li> <li>Extend and synthesise academic knowledge with industry experience</li> <li>Extend their understanding and awareness of digital applications relevant to postgraduate study or graduate-level occupations in their field</li> <li>➤ <b>Situate existing knowledge and interests within the context of postgraduate study or employment settings</b></li> <li>Extend and apply knowledge to specific areas of postgraduate study</li> <li>Extend specific areas of knowledge independently in order to access postgraduate courses and graduate employment</li> </ul>

Level Four (Transition to HE)			Aims	Objectives
				<i>Enable students to:</i>
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Increase awareness of study options, social and leisure facilities, and career opportunities for students</b> <ul style="list-style-type: none"> <li>Discover course options and placement opportunities at (Name of HEI)</li> <li>Discover social and leisure, and extra-curricular opportunities at (Name of HEI)</li> <li>Discover careers information, advice and guidance services at (Name of HEI)</li> <li>Discover academic and information services, facilities and resources at (Name of HEI)</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	➤ <b>Access and utilise appropriate opportunities and provision in order to orientate themselves towards and realise personal goals</b> <ul style="list-style-type: none"> <li>Access appropriate information, advice and guidance and fully utilise course and placement opportunities</li> <li>Access appropriate academic and personal support and fully utilise university services</li> <li>Access social and leisure, and extra-curricular opportunities, and pursue personal interests</li> <li>Access student finance and budgeting support appropriate to personal circumstances</li> <li>Access specialist careers information, advice and guidance and opportunities to network with alumni and employers</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	➤ <b>Embrace the challenge of higher education and make a successful transition to university</b> <ul style="list-style-type: none"> <li>Experience a positive induction into student life and the campus/environment at (Name of HEI)</li> <li>Experience a positive introduction from academic staff, other university employees and students</li> <li>Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks</li> <li>Become familiar with learning and teaching approaches in at (Name of HEI)</li> <li>Develop personal strategies for maximising the benefits of higher education</li> <li>Access appropriate academic and personal support mechanisms at (Name of HEI)</li> <li>Access the information, advice and guidance needed to make a successful transition at (Name of HEI)</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	➤ <b>Identify and develop skills and capacities needed to achieve academic success</b> <ul style="list-style-type: none"> <li>Identify specific skills and capacities needed to succeed on their course and in their subject area</li> <li>Map existing skills and identify areas for skill development</li> <li>Engage with appropriate academic skills support and develop academic capacity</li> <li>Identify and develop the skills to engage effectively with university learning and teaching formats</li> <li>Develop the skills to communicate effectively in HE settings</li> <li>Develop the skills to work independently, direct their own study and manage their workload</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	➤ <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b> <ul style="list-style-type: none"> <li>Experience a positive introduction to the HEI as a research and learning environment</li> <li>Experience a positive introduction to the HEI's Library and information resources</li> </ul> ➤ <b>Situate existing knowledge and interests within the context of university course and subject area</b> <ul style="list-style-type: none"> <li>Experience a positive introduction to Library subject resources, unit outlines, reading lists and academic literature</li> <li>Experience an, accessible and challenging curriculum offer relevant for a 21<sup>st</sup>c globalised world</li> <li>Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area</li> <li>Experience a positive introduction to degree programmes, unit outlines, assignment briefs etc</li> <li>Experience a positive introduction to research areas within their schools and faculties, department events and seminars</li> </ul> ➤ <b>Access and experience appropriate attainment-raising interventions</b>

<b>Level Three</b> (Level 3 qualifications / Education stage: post-16)			<b>Aims</b>	<b>Objectives</b>  <i>Enable students to:</i>
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Investigate course &amp; placement options, and social &amp; leisure opportunities in higher education</b> <ul style="list-style-type: none"> <li>Discover course and placement opportunities in higher education (and/or at Name of HEI)</li> <li>Find out about research areas, expertise and facilities in higher education (and or at Name of HEI) h and new areas of development</li> <li>Explore social and leisure, and extra-curricular opportunities in higher education (and/or at Name of HEI)</li> <li>Discover career benefits of higher education and the employment opportunities for (Name of HEI) graduates</li> <li>Find out about academic and information services, facilities and resources at (Name of HEI)</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	➤ <b>Evaluate course, student finance &amp; graduate opportunities and make informed choices that align with personal interests / career aspirations</b> <ul style="list-style-type: none"> <li>Evaluate different types of higher education Institution in terms of personal interests and career aspirations</li> <li>Compare degree courses and study options across a range of universities</li> <li>Engage effectively with the UCAS process and generate and submit a strong university application</li> <li>Compare student finance, budgeting support and student employment opportunities across a range of universities</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	➤ <b>Anticipate challenges they will face in higher education and make a successful transition to university</b> <ul style="list-style-type: none"> <li>Gain a positive first-hand experience of student life and a university environment</li> <li>Become familiar with learning and teaching approaches in higher education</li> <li>Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks</li> <li>Identify and practise the skills they need to live independently</li> <li>Engage with academic and personal support mechanisms at (Name of HEI)</li> <li>Interact with academic staff and other university employees</li> <li>Participate in challenging educational activities which are stimulating and motivating</li> <li>Access the information, advice &amp; guidance they need to make a successful transition to HE and/or (Name of HEI)</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	➤ <b>Enhance academic skills that develop capacity for critical thinking, independent research and self-directed learning</b> <ul style="list-style-type: none"> <li>Enhance capacity for independent learning, self-directed study and enterprise</li> <li>Enhance capacity for creative problem solving and decision making</li> <li>Enhance communication and presentation skills using different mediums</li> <li>Enhance critical thinking skills through experimentation, reflection, analysis, synthesis and evaluation</li> <li>Enhance research skills and gain experience of independent research</li> <li>Enhance project planning skills and expertise in designing, implementing and evaluating a small-scale project</li> <li>Enhance interpersonal and group work skills and capacity to work collaboratively with others</li> <li>Enhance revision skills and expertise in a range of revision techniques</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	➤ <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b> <ul style="list-style-type: none"> <li>Extend awareness of the wider applications of knowledge</li> <li>Locate existing knowledge within wider fields of knowledge and other contexts</li> <li>Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions</li> </ul> ➤ <b>Situate existing knowledge &amp; interests within the context of university degree programmes and academic disciplines</b> <ul style="list-style-type: none"> <li>Relate existing knowledge and interests to university subject areas and degree programmes</li> <li>Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area</li> <li>Understand how knowledge can be developed within university subject areas and academic disciplines</li> </ul> ➤ <b>Access and experience appropriate attainment-raising interventions</b>

Level Two (Level 2 qualifications / Education stage: year groups 10-11)			Aims	Objectives
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Explore academic, social, economic and personal benefits of progressing to higher education</b> <ul style="list-style-type: none"> <li>Discover academic and social benefits of higher education</li> <li>Understand economic benefits of higher education and career opportunities for graduates</li> <li>Explore benefits of higher education in terms of personal development and cultural enrichment</li> <li>Discover study and research opportunities in higher education</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	➤ <b>Explore differences between higher education Institutions and study opportunities within subject areas</b> <ul style="list-style-type: none"> <li>Distinguish between different types of higher education Institution</li> <li>Explore different types of university course and their entry requirements</li> <li>Explore university subject areas and the range of possible study opportunities</li> <li>Find out about student finance and additional financial support</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	➤ <b>Increase confidence in their capacity to progress onto higher education</b> <ul style="list-style-type: none"> <li>Develop confidence in their potential to progress onto and succeed at university</li> <li>Become familiar with a university setting and learning and teaching approaches in higher education (and/or at Name of HEI)</li> <li>Establish a positive association with higher education (and/or at Name OF HEI) and its community</li> <li>Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	➤ <b>Develop study skills through educational projects which encourage active learning</b> <ul style="list-style-type: none"> <li>Develop capacity to apply existing knowledge to problem solving</li> <li>Develop communication and presentation skills using different mediums</li> <li>Develop interpersonal and group work skills and capacity to work collaboratively with others</li> <li>Develop analytic skills and capacity for creative and innovative thinking</li> <li>Develop and apply research skills</li> <li>Develop and apply project planning skills</li> <li>Develop team-working and leadership skills</li> <li>Develop revision techniques and skills</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	➤ <b>Broaden understanding of subject knowledge and its wider applications</b> <ul style="list-style-type: none"> <li>Develop understanding and competence of GCSE curriculum</li> <li>Discover how GCSE subject knowledge can be applied in other contexts and settings</li> <li>Engage in challenging educational projects which extend understanding and contextualise learning</li> </ul> ➤ <b>Link GCSE subject knowledge to university subject areas</b> <ul style="list-style-type: none"> <li>Explore how GCSE knowledge can be applied and developed at degree level</li> <li>Understand how GCSE curriculum relates to university subject areas</li> <li>Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area</li> </ul> ➤ <b>Access and experience appropriate attainment-raising interventions</b>

<div>Level One</div> <div>(Level 1 qualifications / Education stage: year groups 8-9)</div>			Aims	Objectives
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	<div>➤ Understand how GCSE study relates to higher education and future career opportunities</div> <ul style="list-style-type: none"> <li>Reflect on post-16 options and benefits of higher education</li> <li>Understand how GCSE study relates to post-16 study</li> <li>Understand how higher education relates to future career opportunities</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	<div>➤ Choose GCSE subject choices that correspond with personal and career interests</div> <ul style="list-style-type: none"> <li>Consider GCSE qualifications within the context of academic, vocational and 'work-based' post-16 progression routes into higher education</li> <li>Consider routes through higher education into careers, occupations and job families</li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<div>➤ Explore how personal circumstances, interests and characteristics influence academic and employment aspirations</div> <ul style="list-style-type: none"> <li>Reflect on personal circumstances, interests, characteristics and aptitudes and how they are influencing academic and employment aspirations</li> <li>Identify personal qualities, strengths and attributes that are required to realise future ambitions</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<div>➤ Identify skills and capacities they will need to develop to achieve future aspirations</div> <ul style="list-style-type: none"> <li>Reflect on existing skills, capacities and areas of expertise</li> <li>Reflect on skills, capacities and expertise needed to progress towards future ambitions</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	<div>➤ Consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts</div> <ul style="list-style-type: none"> <li>Consider how GCSE subject knowledge can be developed and applied within a variety of post-16 settings</li> <li>Relate GCSE subject knowledge to university subject areas</li> </ul> <div>➤ Access and experience appropriate attainment-raising interventions</div>

<div>Level Zero</div> <div>(Entry / Education stage: primary to year group 7)</div>			Aims	Objectives
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	<div>➤ Experience a positive introduction to higher education and a campus HEI</div> <ul style="list-style-type: none"> <li>Find out about higher education</li> <li>Explore the (Name of HEI) campus and/or environment</li> </ul>
		CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<div>➤ Imagine themselves as a future university student</div> <ul style="list-style-type: none"> <li>Discover what it is like to be a HE/university student</li> <li>Experience a positive introduction to HE/ university life</li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<div>➤ Discover some of the skills that students require at university</div> <ul style="list-style-type: none"> <li>Discover some of the ways that people learn in HE/university</li> <li>Discover some of the skills that students develop in HE/university</li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	<div>➤ Broaden their understanding through positive learning experiences</div> <ul style="list-style-type: none"> <li>Discover subject areas that can be studied at HE/university</li> <li>Participate in engaging educational activities that stimulate interest and encourage a positive attitude to learning</li> <li>Explore their capacity for critical thinking and creative engagement within different subject areas</li> </ul> <div>➤ Access and experience appropriate attainment-raising interventions</div>