

## NERUPI Framework Levels

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Level Six (Progression to postgraduate study/ employment)			Aims	Objectives
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>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students’ capacity for critically informed financial decision-making and managing financial resources	➤ <b>Access opportunities to boost graduate progression outcomes</b> <ul style="list-style-type: none"> <li>Benefit from productive course-related and work-related experiences</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> </ul> ➤ <b>Situate existing knowledge and interests within the context of postgraduate study or employment settings</b> <ul style="list-style-type: none"> <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>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students' capacity for critically informed financial decision-making and managing financial resources	➤ <b>Access to appropriate student financial support and resources</b> <ul style="list-style-type: none"> <li>Knowledge of and access to cost of living support,</li> <li>Knowledge of and access to support for study costs &amp; learning aids</li> </ul> ➤ <b>Access to opportunities that align with personal interests and career aspirations and benefit from productive course-related and work-related experiences</b> <ul style="list-style-type: none"> <li>Knowledge of and access to employment opportunities within the university including ambassadors &amp; mentoring</li> <li>Knowledge of and access to funded course and extra-curricular opportunities</li> </ul> ➤ <b>Recognise skills to assist with managing the economic challenges of HE study</b> <ul style="list-style-type: none"> <li>Apply appropriate financial strategies</li> </ul>

Level Four (Transition to HE)			Aims	Objectives
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>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students’ capacity for critically informed financial decision-making and managing financial resources	➤ <b>Compare student finance, bursary &amp; scholarship support and student employment opportunities across a range of universities</b> <ul style="list-style-type: none"> <li>Engage with student financial support services</li> </ul> ➤ <b>Access appropriate student financial support and resources</b> <ul style="list-style-type: none"> <li>Access available student financial support</li> </ul> ➤ <b>Recognise skills to assist with managing the economic challenges of HE study</b> <ul style="list-style-type: none"> <li>Knowledge and appreciation of financial strategies to support their studies</li> </ul> ➤ <b>Access appropriate student financial support and resources</b> <ul style="list-style-type: none"> <li>Access support for study costs</li> </ul>



Level Three (Education stage: post-16)			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	<p>➤ <b>Investigate course &amp; placement options, and social &amp; leisure opportunities in higher education</b></p> <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	<p>➤ <b>Evaluate course, student finance &amp; graduate opportunities and make informed choices that align with personal interests / career aspirations</b></p> <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	<p>➤ <b>Anticipate challenges they will face in higher education and make a successful transition to university</b></p> <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	<p>➤ <b>Enhance academic skills that develop capacity for critical thinking, independent research and self-directed learning</b></p> <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	<p>➤ <b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b></p> <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> <p>➤ <b>Situate existing knowledge &amp; interests within the context of university degree programmes and academic disciplines</b></p> <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> <p>➤ <b>Access and experience appropriate attainment-raising interventions</b></p>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students' capacity for critically informed financial decision-making and managing financial resources	<p>➤ <b>Understand and evaluate HEI student financial support and make informed choices that align with personal interests and career aspirations</b></p> <ul style="list-style-type: none"> <li>Evaluate student financial support opportunities and understand local and national student financial support systems</li> <li>Compare student finance, bursary &amp; scholarship support and student employment opportunities across a range of universities</li> <li>Compare student finance, budgeting support and student employment opportunities across a range of universities</li> <li>Identify and practise the skills they need to live independently</li> </ul>

Level Two (Education stage: year groups 10-11)			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>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>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students' capacity for critically informed financial decision-making and managing financial resources	➤ <b>Understand financial implications of HE and of HE sector and HEI financial support system</b> <ul style="list-style-type: none"> <li>Understand potential local and national student financial support systems</li> <li>Reflect on the costs and benefits of HE</li> <li>Identify and practise the skills they need to live independently</li> <li>Understand student employment opportunities</li> </ul>

Level One			Aims	Objectives
(Level 1 qualifications / Education stage: year groups 8-9)				Enable students to:
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	➤ <b>Understand how GCSE study relates to higher education and future career opportunities</b> <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	➤ <b>Choose GCSE subject choices that correspond with personal and career interests</b> <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	➤ <b>Explore how personal circumstances, interests and characteristics influence academic and employment aspirations</b> <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	➤ <b>Identify skills and capacities they will need to develop to achieve future aspirations</b> <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	➤ <b>Consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts</b> <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> ➤ <b>Access and experience appropriate attainment-raising interventions</b>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students' capacity for critically informed financial decision-making and managing financial resources	➤ <b>Understand and evaluate HEI student financial support and make informed choices that align with personal interests and career aspirations</b> <ul style="list-style-type: none"> <li>Evaluate student financial support opportunities and understand local and national student financial support systems</li> <li>Compare student finance, bursary and scholarship support and student employment opportunities across a range of universities</li> <li>Compare student finance, budgeting support and student employment opportunities across a range of universities</li> <li>Identify and practise the skills they need to live independently</li> </ul>

<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	<div>➤ Identify link between higher education and careers</div> <ul style="list-style-type: none"> <li>Discover how school is linked to Further and higher education</li> <li>Discover how higher education is linked with certain careers and occupations</li> </ul>
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>