

## NERUPI Framework Levels

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<b>Level Six</b> (Progression to postgraduate study/employment)		<b>Aims</b>	<b>Objectives</b>
<b>SOCIAL AND ACADEMIC CAPITAL</b>	<b>PROGRESSION CURRICULUM</b>	<b>KNOW</b>	<p><b>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
		<b>CHOOSE</b>	<p><b>Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>HABITUS</b>	<b>STUDENT IDENTITIES</b>	<b>BECOME</b>	<p><b>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>EDUCATIONAL CAPITAL</b>	<b>SKILLS CURRICULUM</b>	<b>PRACTISE</b>	<p><b>Develop students' study skills and capacity for academic attainment and successful graduate progression</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>INTELLECTUAL CAPITAL</b>	<b>KNOWLEDGE CURRICULUM</b>	<b>UNDERSTAND</b>	<p><b>Develop students' understanding by contextualising subject knowledge</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>ECONOMIC CAPITAL</b>	<b>ECONOMIC RESOURCES CURRICULUM</b>	<b>SUSTAIN</b>	<p><b>Develop students' capacity for critically informed financial decision-making and managing financial resources</b></p> <p><b>Enable students to:</b></p> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>

<b>Level Five</b> (Student success in HE)		<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	<ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
			Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	<ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	<ul style="list-style-type: none"> <li>➤ <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> </li> <li>➤ <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> </li> </ul>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	SUSTAIN	Develop students' capacity for critically informed financial decision-making and managing financial resources	<ul style="list-style-type: none"> <li>➤ <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> </li> <li>➤ <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> </li> <li>➤ <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> </li> </ul>

<b>Level Four</b> (Transition to HE)		<b>Aims</b>	<b>Objectives</b> <i>Enable students to:</i>
<b>SOCIAL AND ACADEMIC CAPITAL</b>	<b>PROGRESSION CURRICULUM</b>	<b>KNOW</b>	<b>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</b> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
		<b>CHOOSE</b>	<b>Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices</b> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>HABITUS</b>	<b>STUDENT IDENTITIES</b>	<b>BECOME</b>	<b>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</b> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>EDUCATIONAL CAPITAL</b>	<b>SKILLS CURRICULUM</b>	<b>PRACTISE</b>	<b>Develop students' study skills and capacity for academic attainment and successful graduate progression</b> <ul style="list-style-type: none"> <li>➤ <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> </li> </ul>
<b>INTELLECTUAL CAPITAL</b>	<b>KNOWLEDGE CURRICULUM</b>	<b>UNDERSTAND</b>	<b>Develop students' understanding by contextualising subject knowledge</b> <ul style="list-style-type: none"> <li>➤ <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> </li> <li>➤ <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> </li> <li>➤ <b>Access and experience appropriate attainment-raising interventions</b></li> </ul>
<b>ECONOMIC CAPITAL</b>	<b>ECONOMIC RESOURCES CURRICULUM</b>	<b>SUSTAIN</b>	<b>Develop students' capacity for critically informed financial decision-making and managing financial resources</b> <ul style="list-style-type: none"> <li>➤ <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> </li> <li>➤ <b>Access appropriate student financial support and resources</b> <ul style="list-style-type: none"> <li>• Access available student financial support</li> </ul> </li> <li>➤ <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> </li> <li>➤ <b>Access appropriate student financial support and resources</b> <ul style="list-style-type: none"> <li>• Access support for study costs</li> </ul> </li> </ul>

<b>Level Three</b> (Education stage: post-16)		<b>Aims</b>	<b>Objectives</b> <i>Enable students to:</i>
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	<p><b>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</b></p> <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	<p><b>Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices</b></p> <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	<p><b>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</b></p> <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	<p><b>Develop students' study skills and capacity for academic attainment and successful graduate progression</b></p> <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	<p><b>Develop students' understanding by contextualising subject knowledge</b></p> <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	<p><b>Develop students' capacity for critically informed financial decision-making and managing financial resources</b></p> <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>

<b>Level Two</b> (Education stage: year groups 10-11)		<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	<p>➤ <b>Explore academic, social, economic and personal benefits of progressing to higher education</b></p> <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>
			Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	<p>➤ <b>Explore differences between higher education Institutions and study opportunities within subject areas</b></p> <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	<p>➤ <b>Increase confidence in their capacity to progress onto higher education</b></p> <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	<p>➤ <b>Develop study skills through educational projects which encourage active learning</b></p> <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	<p>➤ <b>Broaden understanding of subject knowledge and its wider applications</b></p> <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> <p>➤ <b>Link GCSE subject knowledge to university subject areas</b></p> <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> <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 financial implications of HE and of HE sector and HEI financial support system</b></p> <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 (Level 1 qualifications / Education stage: year groups 8-9)		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>Understand how GCSE study relates to higher education and future career opportunities</b></p> <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>
HABITUS	STUDENT IDENTITIES	CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	<p>➤ <b>Choose GCSE subject choices that correspond with personal and career interests</b></p> <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>
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	<p>➤ <b>Explore how personal circumstances, interests and characteristics influence academic and employment aspirations</b></p> <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>
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	<p>➤ <b>Identify skills and capacities they will need to develop to achieve future aspirations</b></p> <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>
ECONOMIC CAPITAL	ECONOMIC RESOURCES CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge	<p>➤ <b>Consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts</b></p> <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> <p>➤ <b>Access and experience appropriate attainment-raising interventions</b></p>
		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 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>

<b>Level Zero</b> (Entry / Education stage: primary to year group 7)		<b>Aims</b>		<b>Objectives</b> <i>Enable students to:</i>
<b>SOCIAL AND ACADEMIC CAPITAL</b>	<b>PROGRESSION CURRICULUM</b>	<b>KNOW</b>	<b>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</b>	<ul style="list-style-type: none"> <li>➤ <b>Experience a positive introduction to higher education and a campus HEI</b> <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> </li> </ul>
			<b>Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices</b>	<ul style="list-style-type: none"> <li>➤ <b>Identify link between higher education and careers</b> <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> </li> </ul>
<b>HABITUS</b>	<b>STUDENT IDENTITIES</b>	<b>BECOME</b>	<b>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</b>	<ul style="list-style-type: none"> <li>➤ <b>Imagine themselves as a future university student</b> <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> </li> </ul>
<b>EDUCATIONAL CAPITAL</b>	<b>SKILLS CURRICULUM</b>	<b>PRACTISE</b>	<b>Develop students' study skills and capacity for academic attainment and successful graduate progression</b>	<ul style="list-style-type: none"> <li>➤ <b>Discover some of the skills that students require at university</b> <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> </li> </ul>
<b>INTELLECTUAL CAPITAL</b>	<b>KNOWLEDGE CURRICULUM</b>	<b>UNDERSTAND</b>	<b>Develop students' understanding by contextualising subject knowledge</b>	<ul style="list-style-type: none"> <li>➤ <b>Broaden their understanding through positive learning experiences</b> <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> </li> <li>➤ <b>Access and experience appropriate attainment-raising interventions</b></li> </ul>