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New Foundations, Enduring Values

Undergraduate Education, Research-intensive Universities and the Government's Reforms of 14-19 Education in England

Findings from a research project funded by the DCSF and the 1994 Group

Frequently Asked Questions

- Q. Is the 1994 Group opposed to the introduction of Advanced Diplomas as an alternative route to university?
- A. No. Universities in the 1994 Group are keen to explore all viable ways of opening up access to their undergraduate studies. However the report provides evidence that across the board more development of the curricula for the diplomas is required before they can properly offer an alternative to A levels.
- Q. Is caution over Advanced Diplomas an example of elitism?
- A. Universities in the 1994 Group would do students a disservice if they were admitted to university course without the knowledge and analytical or critical skills they will need to get the best from the considerable investment they make in their education. We hope that, in the time remaining before the Advanced Diplomas are introduced, improvements can be made to ensure that students selecting that route are not disadvantaged.
- Q. Is this the definitive view of the 1994 Group?
- A. At the time of the research (June to November 2007), the reforms themselves were at an early stage of implementation and, thus, only provisional judgements could be formed. The Group and member universities are engaging with AimHigher and other agencies to ensure that the required improvements are made to ensure that Advanced Diplomas are a fully acceptable route for progression to an undergraduate course.
- Q. Is there a fundamental problem or can it be fixed?
- A. The reforms as a whole are seen both by senior staff and admissions tutors neither to prejudice nor run counter to the future direction of undergraduate education being mapped in 1994 Group universities. They also align with key objectives of attracting a more diverse undergraduate population and enhancing the employability of students upon graduation.