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Gough, A.Martin (2010) For assessing researcher development but against grading the PhD in a framework of phonocentric and grammatocentric tensions: a response to Gill Clarke and Janet Bohrer. In: A Debate: Assessment, Accreditation and the Elusive Notion of 'Doctorateness', 24 May 2010, SRHE Offices, London. (Unpublished)

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Postgraduate Issues Network

A Debate: Assessment, Accreditation and the Elusive Notion of "Doctorateness"

SRHE Conference Room, 44 Bedford Row London, WC1R 4LL 24th May 2010

1:00pm-4:30pm and sandwich lunch available

This workshop builds on recent discussions that have explored the changing nature of doctoral education in the UK, and posed some important questions about what we mean by the term doctorateness, the quality that at least in principle all doctoral awards (of all types and in all disciplines) should have in common and all doctoral candidates should be able to demonstrate. After an introduction that summarises the key points of those discussions, a panel will lead a debate derived from some of the challenges of reconciling current modes of assessing doctorates with this developing but elusive notion of doctorateness, including what exactly should be assessed, product or evidence of progress, and questions whether doctorates should be graded and credit-rated. We hope for and expect some lively contributions and rejoinders from the floor.

Speakers: **Gill Clarke**, University of Bristol and UKCGE, **Janet Bohrer**, Quality Assurance Agency for Higher Education and part time EdD student,

and the Network Convenors:

Introduction by Professor Pam Denicolo, University of Reading and UKCGE; responses to Clarke and Bohrer by Dr Richard Race, Roehampton University, and Dr Martin Gough, University of Kent,.

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