

Introduction of formal assessment criteria into Anatomy Honours dissection exercises

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Introduction and Aims

- ◆ Anatomical dissection is an art as well as a science, and traditional assessment of students undertaking such activities has been accomplished by experienced teachers judging them based upon their own experience, but often with few clear marking criteria.
- ◆ Very few published examples of how human dissections are assessed fairly, consistently and transparently.
- ◆ We wished to find a way of assessing students fairly/transparently when they undertook dissection work. This would enable effective and consistent double-marking at Honours level. Publication of the criteria used would also mean that students would better understand what they were trying to accomplish, reflect upon their progress, and improve their skills.

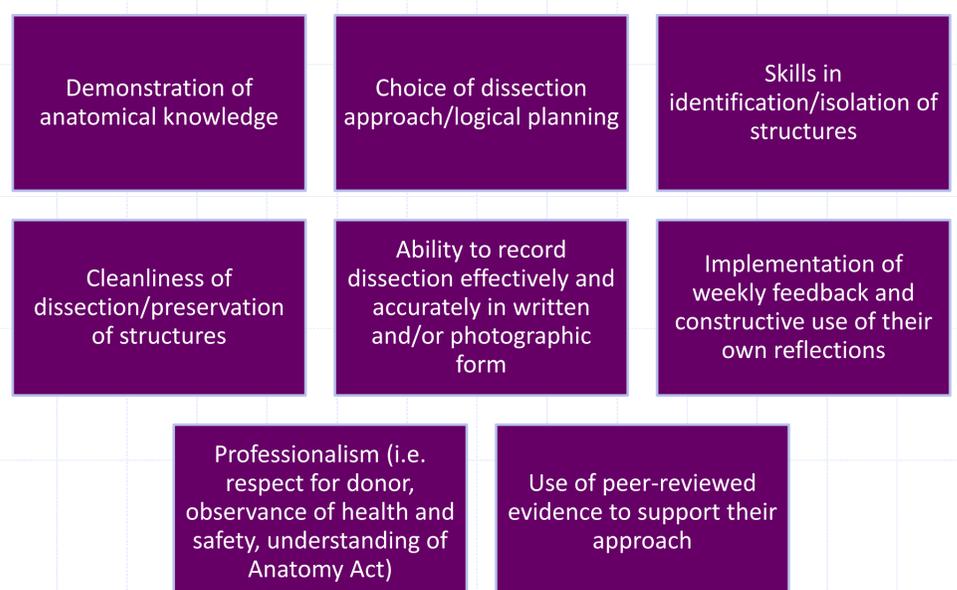
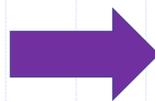
Methods

- ◆ Current staff, previous students and various external experts consulted regarding how they felt students should be assessed and to seek examples of good practice by other institutions. A total of 102 students and 20 academics were asked for their opinions on an informal basis. No professional bodies appeared to have published guidance on this topic.



AGREED ASSESSMENT CRITERIA

Development of an assessment scheme that considers the following specific areas that relate to anatomical dissection activities.



What practical things have we introduced to enable all of this?

- ◆ Introduction of short, written dissection plans that students must submit before they undertake any dissection work (which they must submit for comment/feedback) avoids waste of precious donated material and helps students better achieve their goals.
- ◆ Completion of a log book during dissection to encourage reflective analysis of skills/progress and to record any verbal feedback/issues helps students focus on their strengths as well as their weaknesses.
- ◆ Formal assessment criteria relating to the dissection/issues regarding use of human donated material formulated and published via VLE so that staff and students are aware of how they are being assessed.
- ◆ Initial student feedback is positive about clearer assessment criteria. Already improvements in academic standards, consistency and fairness in Honours anatomical dissection activities.