

FEEDBACK DELAYS IN PROCEDURE BASED ASSESSMENTS: TRAINER OR TRAINEE?

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Aims of Study: Procedure Based Assessment (PBA) forms an integral part of the Intercollegiate Surgical Curriculum Program (ISCP). ISCP recommend PBA completion in an immediate feedback session after each trainee-performed surgical procedure. The aim of the present study was to assess compliance with this standard and stimulate discussion about the role of PBA in surgical training.

Methods: We audited PBA records of paediatric surgical trainees completed within 12 months at a single UK centre. Data collected included trainee grade/seniority, procedure type, performance level as well as time-related parameters. Analysis was performed against a pragmatic standard for completion of the PBA cycle (assessment to validation) within 1 day. Subgroup analysis was conducted based on “trainee delay” (time from assessment to PBA submission), “trainer delay” (time from PBA submission to validation) and other parameters. Data was expressed as median (interquartile range) and analysed using the Wilcoxon signed rank test.

Main Results: 8 trainees (4 senior/ST6-8, 4 junior/CT1-ST5) contributed a total of 100 PBAs, validated by 11 consultants. Procedures assessed included index cases for paediatric surgical training. Median time from assessment to validation was 7 (1, 21) days, which was significantly different to the 1-day standard ($p < 0.0001$). Time-component analysis demonstrated that “trainee delay” was mostly responsible for this deviation [3 (1, 9) days vs. “trainer delay”: 1 (0, 4); $p < 0.05$]. Senior “trainee delay” [2 (1, 20) days] was more pronounced than junior [1 (0, 5) days; $p < 0.01$]. Other parameters did not have an effect on PBA cycle completion time.

Conclusions: The present study demonstrates that there are significant delays in completing the PBA cycle in our centre. Trainee-related factors seem to be the most significant contributors to this deviation from ISCP recommendations. Identifying and addressing these factors will improve compliance and aid this structured feedback and learning process.