

Development and Evaluation of a Proficiency-based and Simulation-based Surgical Skills Training for Technical Medicine Students

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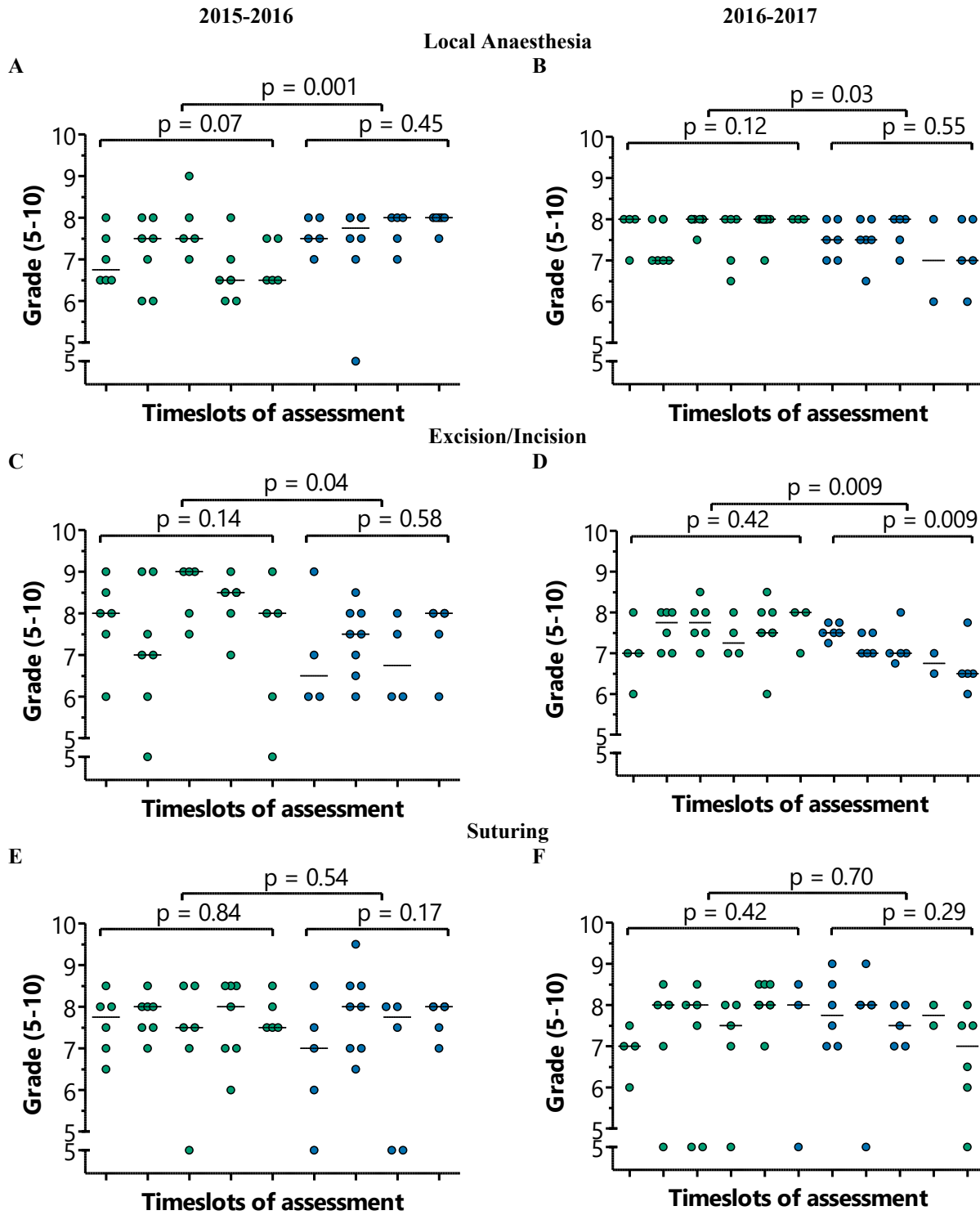
Keywords: Patient-centred training; proficiency-based training; simulation-based training; reliability; preclinical learning

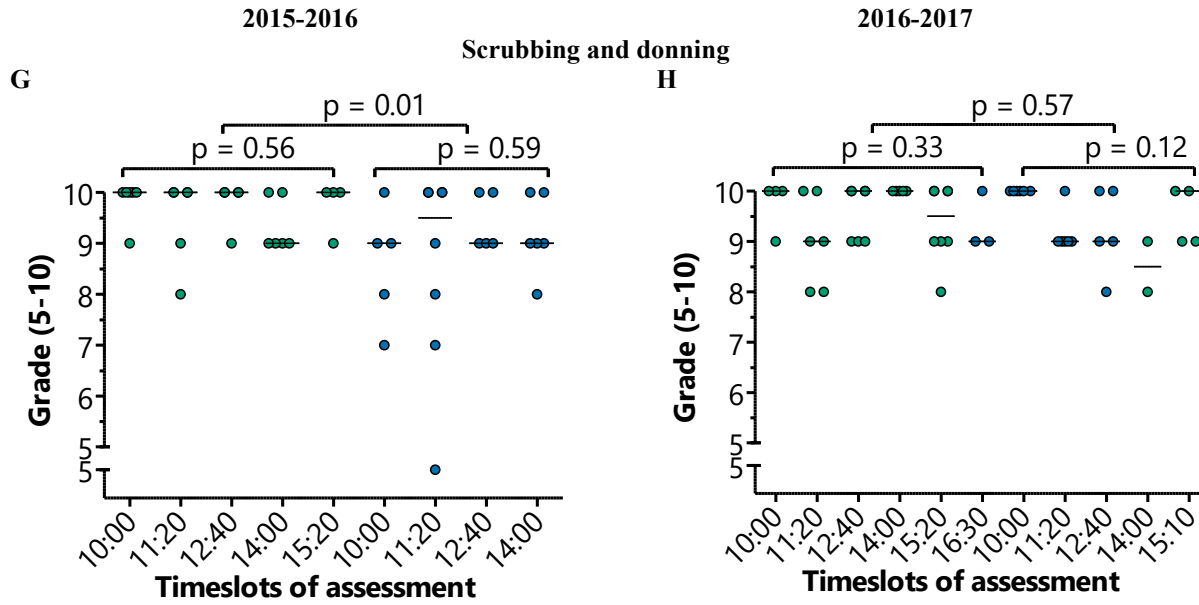
The supplementary files corresponding to this manuscript are:

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|-----------------------------------|--|
| ▪ Supplementary File 1.pdf | Text, course overview |
| ▪ Supplementary File 2.pdf | Figure, procedure-specific rating scale for suturing |
| ▪ Supplementary File 3.pdf | Text, questionnaire in English |
| ▪ Supplementary File 4.pdf | Table, results for technical skills assessment |
| ▪ Supplementary File 5.pdf | Figure, student flow diagram of study |
| ▪ Supplementary File 6.pdf | Figure, grading/skill assessment/time slot (drift analysis) |
| ▪ Supplementary File 7.pdf | Figure, performed skills during rotations (gender analysis) |

This supplement file is listed in bold.

Supplement 6: Grading per skill assessment per time slot (drift analysis)





Supplementary Fig. 3 Grading per skill assessment per time slot of maximum 8 students for both cohorts. **ACEG** Assessment grading of cohort 2015-2016; **BDFH** Assessment grading of cohort 2016-2017. Top p-values depict grades per assessment day, p-values within branches depict grading differences within a day. Measurements in green are for day 1, in blue for day 2.

Horizontal line is median. 5=insufficient, 6-10= pass according to Dutch grading scale.(Netherlands Organization for International Cooperation in Higher Education (NUFFIC), 2009)

Supplemental references

Netherlands Organization for International Cooperation in Higher Education (NUFFIC) (2009) '4', *Grading systems in the Netherlands, the United States and the United Kingdom*. Available at: <https://students.uu.nl/sites/default/files/geo-grading-systems-holland-vs-us-uk.pdf>.