Reviewer’s report

Title: Impact of an individual education induction meeting on academic performance in undergraduate Obstetrics and Gynaecology: a cluster randomised controlled trial

Version: 2

Date: 16 December 2014

Reviewer: Ray Peterson

Reviewer’s report:

This manuscript has been quite well written and has identified a clear argument for the intervention. I am concerned that the emphasis of the paper is on the intervention meeting and emphasis is placed on that element when in fact the main emphasis should be on the development of the learning plan.

To argue that a one-to-one meeting has made such a dramatic change is somewhat problematic. In contrast the development of the learning plan may have been the driver (which I think it was), but less is reported on this element.

The fact that the assessment results are not different between the two groups is not surprising. The learning plan potentially had different outcomes to the assessment program and this has not been captured.

I do support the view that more than one meeting should have occurred during the clinical rotation to establish whether the learning plans were effective.

A case study of fewer students may have assisted in a better understanding of how the learning plans were useful to the learners.

This would be expected if the assessment was similar to previous years.

Major compulsory revisions

(1) The authors should provide more information on the learning plans, and the learning plan development, and how these were used by students as this would be a much stronger paper. This is much more important than the meeting time alone.

(2) Reconsideration of the title is necessary. If the manuscript is about learning plans, then this should be in the title.

(3) Evidence of learning plans, and how students used these during the rotations is important and probably hasn't been demonstrated. This is more likely to show how the meeting/learning plans influenced the progress of the learners.

Level of interest: An article of limited interest
Quality of written English: Acceptable

Statistical review: Yes, and I have assessed the statistics in my report.

Declaration of competing interests:
I declare that I have no competing interests