

**CONFIDENTIAL**  
**MEDICAL STUDENT PERFORMANCE RECORD**  
for  
**John Citizen**  
**November 2023**

**Identifying Information**

John Citizen is a fourth-year student in the Doctor of Medicine (MD) program at The University of Queensland Medical School, Faculty of Medicine in Brisbane, Queensland, Australia.

**NOTEWORTHY CHARACTERISTICS**

- ❖ John is passionate about teaching. He tutored and mentored Aboriginal and Torres Strait Islander medical students for two years as part of the ITAR (Indigenous Tutorial and Retention) program, while he was at medical school and while working as a doctor.
- ❖ John is committed to research and academia and has been published in a variety of papers and poster presentations. He was a paid researcher on a project involving the state and national institutions of Queensland Health, The University of Queensland, CSIRO, and the Queensland Ambulance Service.
- ❖ John approaches life with passion and enthusiasm, characteristics that have allowed him to have many special experiences. These include living in England and France, backpacking in Nepal, learning French and Spanish, and pursuing such hobbies as snowboarding, surfing, and rock climbing.

**Academic History**

Date of Initial Matriculation into Medical School: **January 2020**  
Date of Expected Graduation from Medical School: **December 2023**

John Citizen has had no extensions, leave(s) of absence, gap(s), or break(s) in their educational program. John was not required to repeat or otherwise remediate any coursework during their medical education and has not received any adverse actions from the medical school or its parent institution. John did not pursue a dual degree.

**Academic Progress**

At The University of Queensland, course grading is implemented using one of the following methods: a numerical scale ranging from 1 to 7, or a pass (P) or fail (N) system. Specific grade descriptors can be found in Appendix 1 (Table A and B). For additional information on grading, including generic descriptors, please refer to Section 7 of the [University Assessment Policy](#).

### **Professional Performance**

As part of the Clinical Participation Assessment, professional attributes are measured in each clinical placement by *Unsatisfactory*, *Satisfactory*, or *Exemplary/Proficient* marks. An *Unsatisfactory* in any area of Professional Attributes results in failure for the clinical placement. John Citizen demonstrated ability in patient care, medical knowledge, practice-based learning and improvement, professionalism, and interpersonal and communication skills.

### **Clinical Preparation**

In Years 1 and 2 of the Medical Program, core clinical knowledge is developed via case-based learning tutorials in small groups of ten students, facilitated by clinicians. The cases in the first three semesters are arranged by systems, and in the fourth and final semester, cases are symptom-based to better prepare students for progression to the clinical placements in Years 3 and 4. The curriculum is horizontally integrated with concurrent courses in Medical Ethics, Law and Professional Practice, as well as Health, Science and Research (public health and research). The curriculum is vertically integrated with clinical skills small group training in history taking, clinical examination, communication skills and procedural skills introduced early in Year 1. In Year 2, this is expanded to provide early clinical immersion, including weekly clinical bedside teaching and master classes. Students are also required to spend time independently in the wards with patients and their families.

### **Preclinical/Basic Science Curriculum**

**Year 1 Semester 1 GPA: 5.40**

**Year 1 Semester 2 GPA: 6.00**

#### **Year 1 Elective: Non-graded pass achieved**

*4-week placement: Brisbane Geriatric and Adult Medicine Practice, Brisbane, Queensland, Australia*

**Year 2 Semester 1 GPA: 6.40**

**Year 2 Semester 2 GPA: 6.00**

### **Core Clinical Placements Year 3**

#### **Medicine in Society (Geriatric Medicine): Non-graded pass achieved**

*6-week placement: Princess Alexandra Hospital, Woolloongabba, Queensland, Australia*

Preceptor feedback:

John Citizen attended the ward round regularly and engaged in clinical activity. He had sound basic clinical knowledge and communicated well with patient and clinicians.

#### **Mental Health: Grade of 5 achieved**

*6-week placement: Royal Brisbane and Women's Hospital, Herston, Queensland, Australia*

Preceptor feedback:

John Citizen had a great attitude while on placement. He communicated well with peers and patients, and always acted thoughtfully on feedback. John can improve on history taking, examination, and case discussion.

**General Practice: Non-graded pass achieved**

*6-week placement: Sunnybank Hills Medical Centre, Sunnybank Hills, Queensland, Australia*

Preceptor feedback:

John Citizen was a good student. He was very willing and capable. He performed well in all assessable criteria. This included clinical communication, history taking, presentation, examination, and interaction with patients and colleagues.

**Medicine: Grade of 4 achieved**

*9-week placement: Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

Preceptor feedback:

John Citizen performed well in all assessable criteria including presentation, history taking, case presentation. He had a great attitude and participation.

**Surgery: Grade of 4 achieved**

*9-week placement: Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

Preceptor feedback:

John Citizen was a naturally quite student and participated well. He was a good student and performed well in all assessable criteria.

**Core Clinical Placements Year 4**

**Critical Care: Grade of 7 achieved**

*ICU 2-week placement; Anaesthetics 2-week placement; Emergency Medicine 3-week placement: Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

Preceptor feedback:

John Citizen was professional and polite. He had good, and organised history taking skills. He was proactive in the department, seeking out learning opportunities and making the most of his placement.

**Surgical Specialties: Grade of 7 achieved**

*Ophthalmology 2-week placement; Orthopaedics 3-week placement: Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

Preceptor feedback:

John Citizen performed well in all assessable criteria including history taking, examination, case presentation, clinical communication, patient interaction, and professionalism.

**Medical Specialties (Palliative Care): Grade of 6 achieved.**

*6-week placement: Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

**Preceptor feedback:**

John Citizen was a great student. His strengths were in considering each patient holistically. His clinical knowledge is above standard. He worked well with medical and allied health colleagues. His presence would always be to the benefit of a team. He was courteous and professionally attired. He took on constructive feedback well.

**Paediatrics & Child Health: This grade will be available at the end of November 2023**

*6-week placement: Queensland Children's Hospital, South Brisbane, Queensland, Australia*

**Obstetrics & Gynaecology: This grade will be available at the end of November 2023**

*6-week placement: Queen Elizabeth II Jubilee Hospital, Coopers Plains, Queensland, Australia and Mater Hospital Brisbane, South Brisbane, Queensland, Australia*

**Personalised Learning Course: This grade will be available at the end of November 2023**

*6-week placement: Peterborough Regional Health Centre, Peterborough, Ontario, Canada and PLC Elective Approved Remote Activity*

**Year 3 Workplace Learning Portfolio: Non-graded pass achieved**

**Year 4 Workplace Learning Portfolio: This grade will be available at the end of November 2023**

These are year-long courses designed to support the development of competency in the clinical environment. The clinical work-based activities provide preceptors with an opportunity to observe students and engage in feedback conversations on their performance in the clinical setting during Years 3 and 4. The workplace-based assessments, including Mini Clinical Evaluation Exercise (Mini-CEX) and Direct Observation of Procedural Skills (DOPS), are documented, assessed and collected into an online portfolio which maps students' progression in eight key areas: history taking, examination, clinical reasoning, management and procedural skills, communication, professional practice, social/cultural practice and safety, and reflective practice. John Citizen has so far demonstrated competency in the required areas via direct observation of performance.

**Summary**

The information provided in this evaluation is an analysis of the academic performance and accomplishments of John Citizen, who is expected to graduate in December 2023.

John Citizen has shown commitment in a diverse range of clinical environments and demonstrated professionalism, which is evaluated in all components throughout the four-year MD program. This student's dedication to receiving a global medical education from The University of Queensland has given the student the opportunity to be exposed to different health care systems and management models.

The experience John Citizen has gained during the MD program has provided an excellent foundation to begin a residency program. I am therefore pleased to recommend John Citizen to you as a candidate for a residency position.

Please contact me if you need any further information in support of John Citizen's application.

Associate Professor Riitta Partanen  
**Acting Dean, Medical School**

## Appendix 1. Numeric grade descriptors

**Table A: Grade Descriptors**

Grade descriptors for numeric grades 1-7 are:

| Final Grade | Generic Descriptor  | Example Criteria  |
|-------------|---|---|
| 7           | High Distinction.<br><br>Demonstrated evidence of <b>exceptional</b> achievement of course learning outcomes. | Mastery of content<br><br>Expert and critical evaluation of data, cases, problems and their solutions, and implications<br><br>Significant and sophisticated insights in identifying, generating and synthesising competing arguments or perspectives.<br><br>Original, novel and/or creative application of knowledge and skills<br><br>Exploits the conventions of the discipline to communicate at an expert level |
| 6           | Distinction.<br><br>Demonstrated evidence of <b>advanced</b> achievement of course learning outcomes.         | Substantial knowledge of fundamental concepts of the field of study<br><br>Critical evaluation of data, cases, problems and their solutions, and implications<br><br>Perceptive insights in identifying, generating, and synthesising competing arguments or perspectives.<br><br>Extensive application of knowledge and skills<br><br>Uses the conventions of the discipline to communicate at a professional level  |
| 5           | Credit.<br><br>Demonstrated evidence of <b>proficient</b> achievement of course learning outcomes.            | Good knowledge of fundamental concepts of the field of study<br><br>Considered evaluation of data, cases, problems and their solutions, and implications<br><br>Develops or adapts convincing arguments and provides coherent justification.<br><br>Effective application of knowledge and skills<br><br>Uses the conventions of the discipline to communicate at an effective level                                  |
| 4           | Pass.<br><br>Demonstrated evidence of <b>functional</b> achievement of course learning outcomes.              | Adequate knowledge of fundamental concepts of the field of study<br><br>Identifies data, cases, problems, and their solutions, and implications.<br><br>Develops routine arguments or decisions.<br><br>Acceptable application of knowledge and skills  |

|          |   |   |
|----------|---|---|
|          |   | Uses some of the conventions of the discipline to communicate appropriately   |
| <b>3</b> | Marginal Fail.<br><br>Demonstrated evidence of <b>developing</b> achievement of course learning outcomes. | Superficial understanding of the fundamental concepts of the field of study<br><br>Attempts to identify data, cases, problems, and their solutions, and implications.<br><br>Presents undeveloped arguments.<br><br>Emerging ability to apply knowledge and skills.<br><br>Communicates information or ideas with limited clarity and inconsistent adherence to the conventions of the discipline                                     |
| <b>2</b> | Fail.<br><br><b>Minimal</b> evidence of achievement of course learning outcomes.                          | Deficiencies in understanding the fundamental concepts of the field of study.<br><br>Inability to identify data, cases, problems, and their solutions, and implications.<br><br>Presents inappropriate or unsupported arguments.<br><br>Inability to apply knowledge and skills.<br><br>Communicates information or ideas in ways that are frequently incomplete, confusing, and not appropriate to the conventions of the discipline |
| <b>1</b> | Low Fail.<br><br><b>Absence</b> of evidence of achievement of course learning outcomes.                   | Some engagement with the assessment tasks; however no demonstrated evidence of understanding of the concepts in the field of study  |

In addition to Table A the following grade descriptors may also apply under specific circumstances:

**Table B: Grade Descriptors for Non-Graded Pass and Fail**

| Grade    | Description     | Criteria  |
|----------|-----------------|---|
| <b>N</b> | Non-graded fail | Insufficient evidence of competency in meeting course learning objectives |
| <b>P</b> | Non-graded pass | Demonstrated evidence of competency in meeting course learning objectives |