

**CONFIDENTIAL****MEDICAL STUDENT PERFORMANCE EVALUATION**  
for  
**XXXXXXXXXX**  
**September 2025****Identifying Information**

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

**Noteworthy Characteristics**

- Noteworthy Characteristics

**Academic History**

Date of Initial Matriculation in Medical School	February 2022
Date of Expected Graduation from Medical School	December 2025
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program	Not Applicable
Information about the student's prior, current, or expected enrolment in, and the month and year of the student's expected graduation from dual, joint, or combined degree programs	Not Applicable
Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain.	No
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	No

**Academic Progress**

The University of Queensland Medical School has a Pass/Fail grading system. Clinical Assessments are scored as *Well Below Expectations*, *Below Expectations*, *Meets Expectations*, *Above Expectations*, or *Well Above Expectations*.

**Professional Performance**

As part of the Clinical Participation Assessment, professional attributes are measured in each rotation by *Unsatisfactory*, *Borderline*, *Satisfactory*, or *Exemplary/Proficient* marks. An *Unsatisfactory* in any area of Professional Attributes results in failure for the rotation. Jane Smith has exemplified excellence in patient care, medical knowledge, practice-based learning and improvement, professionalism, and interpersonal and communication skills. As a commitment to patient safety and the quality of healthcare, they completed all courses required for the IHI (Institute for Healthcare Improvement Open School) Basic Certificate of Completion.

**Preclinical Coursework**

In Years 1 and 2 of the MD Program, students build core clinical knowledge through case-based learning (CBL) tutorials in small groups of ten, facilitated by practicing clinicians. The CBL cases are system-based for the first three semesters, transitioning to symptom-based cases in the fourth semester to prepare students for clinical rotations 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, covering public health and

research principles. Clinical skills training begins early in Year 1, with small-group instruction in history taking, physical examination, communication, and procedural skills. In Year 2, this training is expanded through early clinical immersion, including weekly bedside teaching and masterclasses. Students are also expected to engage independently in ward-based learning with patients and their families, assessed through portfolios of both long and short cases.

A year percentage score, calculated as the average of a student's course percentages, is used to rank students relative to their peers.

In Year 1, Jane Smith was in the X quartile.

In Year 2, Jane Smith was in the X quartile.

### **YEAR 3 CLERKSHIPS:**

#### **Hospital Practice Semester**

(08 January – 07 June 2024)

**Surgery** (Graded Pass/Fail): **PASS**

(15 January – 17 March 2024) – Location

*Overall grade based on performance hurdles in: Examination, Clinical Case Presentation and Clinical Participation Assessment.*

Preceptor feedback:

**Internal Medicine** (Graded Pass/Fail): **PASS**

(25 March – 26 May 2024) – Location

*Overall grade based on performance hurdles in: Examination, Long Case Examination, Logbook and Clinical Participation Assessment.*

Preceptor feedback:

#### **Women's, Children's and Mental Health Semester**

(17 June – 15 November 2024)

**Pediatrics and Child Health** (Graded Pass/Fail): **PASS**

(24 June – 04 August 2024) – Location

*Overall grade based on performance hurdles in: MCQ Examination, Standardised Clinical Examination (SCE), Peer Feedback – Clinical Examination and Clinical Participation Assessment.*

Preceptor feedback:

**Psychiatry (Mental Health)** (Graded Pass/Fail): **PASS**

(05 August – 15 September 2024) – Location

*Overall grade based on performance hurdles in: Examination, Case based Written Examination, MCQ and Practical Examination and Clinical Participation Assessment.*

Preceptor feedback:

**Obstetrics and Gynecology** (Graded Pass/Fail): **PASS**

(23 September – 03 November 2024) – Location

*Overall grade based on performance hurdles in: Workplace-based Assessment, Final Examination and a Clinical Immersion Diary (Compliance Hurdle) and Clinical Participation Assessment.*

Preceptor feedback:

**Year 3 Workplace Learning Portfolio** (Graded Pass/Fail): **PASS**

#### **YEAR 4 CLERKSHIPS:**

##### **Primary Care Plus Semester**

(06 January – 06 June 2025)

**Medicine in Society** (Graded Pass/Fail): **PASS**

(13 January – 23 February 2025) – Location

*Overall grade based on performance hurdles in: Clinical Case Presentation and Discussion, Tutorial Exercises and Discussion (Peer-led), Tutorial Exercises and Discussion (Medicine in Society Tutorial) and Clinical Participation Assessment*

Preceptor feedback:

**Family Medicine (General Practice)** (Graded Pass/Fail): **PASS**

(24 February – 06 April 2025) – Location

*Overall grade based on performance hurdles in: Examination, In-tutorial Assessment, Clinical Case presentation, Clinical Case Exam and Clinical Participation Assessment.*

Preceptor feedback:

**Elective (Personalized Learning Course)** (Graded Pass/Fail): **PASS**

(Dates) – Location

*Overall grade based on performance hurdles in: Learning Plan, Project Report, Reflective Essay and Clinical Participation Assessment.*

Preceptor feedback:

##### **Advanced Hospital Practice Semester**

(16 June – 14 November 2025)

**Critical Care** (Graded Pass/Fail): *Grades pending Board of Examiners – December 2025*

(Dates) – Location

*Overall grade based on performance hurdles in: Examination, Workbook (ED, ICU, Anaesthesia) and Clinical Participation Assessment.*

Preceptor feedback:

**Medical Specialties** (Graded Pass/Fail): *Grades pending Board of Examiners – December 2025*

(04 August – 14 September 2025) – Location

*Overall grade based on performance hurdles in: Clinical Examination (standard clinical scenario), Case-based Discussion (marked admission) and Clinical Participation Assessment.*

Preceptor feedback:

**Surgical Specialties** (Graded Pass/Fail): *Grades pending Board of Examiners – December 2025 – Location*

*Overall grade based on performance hurdles in: Examination (Orthopaedics), Examination (Ophthalmology), Practical (AoCC Orthopaedics & Ophthalmology) and Clinical Participation Assessment.*

Preceptor feedback: XXXX

**Year 4 Workplace Learning Portfolio:** Grades pending Board of Examiners (December 2025)

These are year-long courses designed to support the development of competency in the clinical environment. The activities provide preceptors with an opportunity to observe students and record feedback on their performance in the clinical setting during Years 3 and 4. The workplace-based assessments 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. Jane Smith demonstrated competency in the required areas via direct observation of performance.

### **Overall Program Performance**

The overall program performance percentage score, calculated as the average of the year level percentage scores, is used to rank students relative to their peers.

Jane Smith was in the X quartile for their graduating class.

### **Summary**

Jane Smith's performance and experiences during their medical education have earned a designation of **DESIGNATION** as a candidate for a residency program. Class quartile is calculated based on performance from the first three years of medical school that combines their academic and clinical performance in all assessment items.

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

Sincerely,

Professor Stuart Carney, MBBS, MPH  
**Dean, Medical School**  
The University of Queensland

### **Medical School Information**

For additional information about The University of Queensland Medical School, please see: <https://medical-school.uq.edu.au/current-students/doctor-medicine-students/careers-internships-and-overseas-residency/overseas-certification-and-residency/united-states-residency-applicants>