

CONFIDENTIAL

**MEDICAL STUDENT PERFORMANCE EVALUATION
for
XXXXX
September 2025**

Identifying Information

XXXX 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

XXXX has provided the personal information detailed below:

- Noteworthy Characteristics

Academic History

Date of Initial Matriculation in Medical School	January 202X
Date of Expected Graduation from Medical School	December 202X
Please explain any extensions, leave(s), gap(s) or break(s) in the student's educational program	
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	
Was the student required to repeat or otherwise remediate any course work during his/her medical education? If yes, please explain.	
Was the student the recipient of any adverse action(s) by the medical school or its parent institution?	

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. XXXX 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.

YEARS 1 AND 2:

XXXX has met all requirements for Years 1 and 2 of the program.

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 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.

YEAR 3 (CLERKSHIPS):

XXXX has met all requirements for Year 3 of the program.

Family Medicine (General Practice): XXXX

(15 January – 25 February 2024) – Location

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

Preceptor feedback: XXXX

Rural and Remote Medicine: XXXX

(25 February – 07 April 2024) – 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: XXXX

Psychiatry (Mental Health): XXXX

(15 April – 26 May 2024) – Location

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

Preceptor feedback: XXXX

Surgery: XXXX

(24 June – 25 August 2024) – Location

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

Preceptor feedback: XXXX

Internal Medicine: XXXX

(2 September – 3 November 2024) – Location

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

Preceptor feedback: XXXX

Year 3 Workplace Learning Portfolio: XXXX

The Workplace Learning Portfolio is a year-long course 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. **XXXX** demonstrated competency in the required areas via direct observation of performance.

YEAR 4 (CLERKSHIPS):

Personalized Learning Course - Elective: XXXX

(13 January – 23 February 2025) – Location

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

Preceptor feedback: XXXX

Obstetrics and Gynecology: XXXX

(24 February – 06 April 2025) – 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: XXXX

Pediatrics and Child Health: XXXX

(14 April – 25 May 2025) – Location

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

Preceptor feedback: XXXX

Critical Care: (Graded Pass/Fail): *Grades pending Board of Examiners – December 2025*
Emergency Medicine (23 June – 13 July 2025), ICU (04– 17 August 2025), Anaesthetics (01 – 14 September 2025) – Location

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

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

Orthopaedics (14 July – 03 August 2025), Ophthalmology (18 August – 31 August 2025) – Location

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

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

(22 September – 02 November 2025) – Location

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

Year 4 Workplace Learning Portfolio: (Graded Pass/Fail): *Grades pending Board of Examiners - December 2025*

The Workplace Learning Portfolio is a year-long course 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. **XXXX** demonstrated competency in the required areas via direct observation of performance.

OVERALL RESULTS

Year Level Performance

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, **XXXX** was in the **first** quartile.

In Year 2, **XXXX** was in the **first** quartile.

In Year 3, **XXXX** was in the **first** quartile.

Overall Program Performance

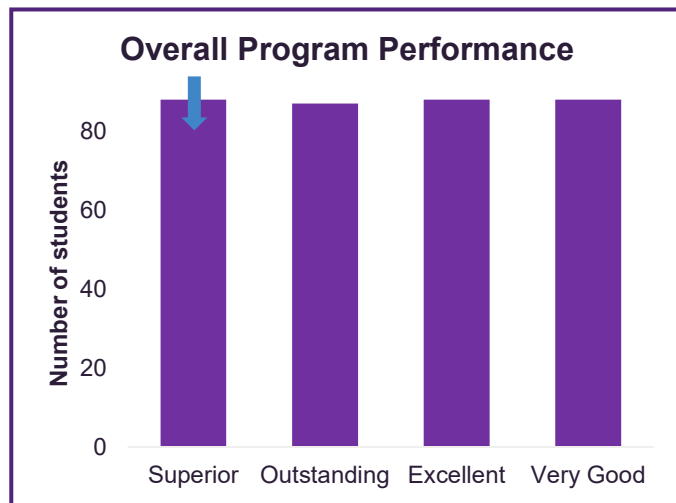
The overall program performance percentage score, calculated as the average of the year level percentage scores, is used to rank students relative to their peers.

Summary

XXXX performance and experiences during their medical education have earned a designation of **superior** (*first quartile*) as a candidate for a residency program.

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

Sincerely,



Professor Stuart Carney
Dean, Medical School
The University of Queensland

MEDICAL SCHOOL INFORMATION

For additional information about the Medical School, The University of Queensland, 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>