WESTERN SYDNEY
UNIVERSITY

MD PROJECT

2026 MD PROJECT GUIDE

FOR YEAR 4 STUDENTS AND SUPERVISORS

CONTENTS

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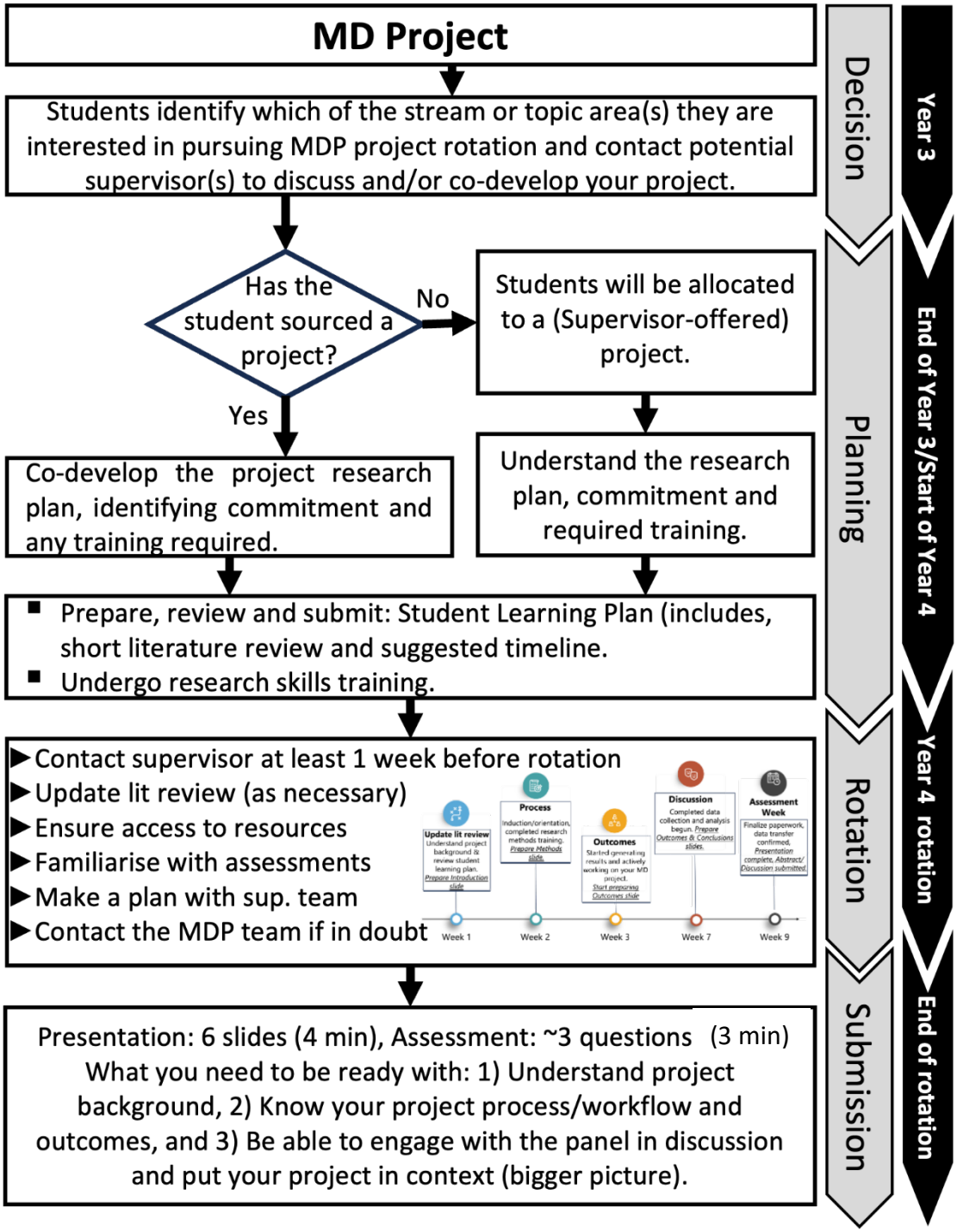
Abbreviations and definitions

ACS	Applied Clinical Sciences
CS	Clinical Sciences
vUWS	virtual Western Sydney University
TS	Teaching Session (also 'Rotation' or 'Attachment')

Student-Sourced: A project proposal that is developed following discussion(s) with an MD student pursuing an interest area with a specific supervisor.

Supervisor-Offered: A project proposal that is developed by the supervisor and then allocated by the MDP team to an MD student.

Figure 1: A flowchart of the timeline of events associated with MD Project planning, development and execution of the research project during the attachment in the year 2026. ***Please note*** that if your supervisor (under a student-sourced project) is **not** affiliated with WSU, an affiliated co-supervisor will be required. Please contact the MDP team at the earliest.



SECTION 1: STARTING AND COMPLETING YOUR MD PROJECT

This guide holds information to help you to successfully start and complete your MD project. This is a combined resource for MD Project students and their Supervisors, to guide through the processes indicated in Figure 1 (above). Additional resources are available through the MD Project website (https://www.westernsydney.edu.au/medicine/mdp) and, for students, the MDP vUWS companion site. The MD Project team should be contacted in case of any further questions that you may have (MDProject@westernsydney.edu.au).

Ethics:

Where ethics and/or biosafety approval(s) is/are required, **the supervisor is responsible** for obtaining completed ethics and/or biosafety approval(s) prior to the start of the student attachment:

TS1/TS2/L: Approval details due to MDP team (via email) by Jan 31st, 2026.

TS3/TS4: Approval details due to MDP team (via email) by Apr 30th, 2026.

Any ethics process can take several months to obtain approval. Please consider this when organising timing of submissions to HREC (including LHD). Students – you should follow up with your supervisor along the way to see how the ethics submission process is progressing for your project, bearing in mind the due dates.

SECTION 2: LEARNING AND TEACHING IN THE MD PROJECT

The MD Project aims to equip students with the necessary tools for the continuous enhancement of skills required to effectively carry out research, service-learning, clinical, and education-focused projects.

Throughout the program, you will collaborate with your supervisor and university faculty to grasp project design concepts and the various stages of scholarly investigations. This includes crafting project proposals, project management, executing systematic inquiries, achieving project-related goals, and creating academic works such as reports, posters, presentations, and other research outputs. The MD Project builds on research skills taught throughout the Population Health curriculum of CS1&2 of the MD program, including Evidence-based Medicine, Literature Searching, Approaches to Research, Critical Appraisal, Project Development and Management, and Research Ethics. The alignment between graduate outcomes and assessment tasks is illustrated in the Appendices.

THE MD PROJECT SKILLS FRAMEWORK

The MD Project skills framework (see Figure 2) is designed to assist in developing a systematic learning plan for attaining the skills and knowledge required to successfully complete the project. All modules are available for students throughout both Year 3 and Year 4 for completion as/when necessary. Underpinned by the Population Health curricula in CS1 & 2, all students will learn via a combination of:

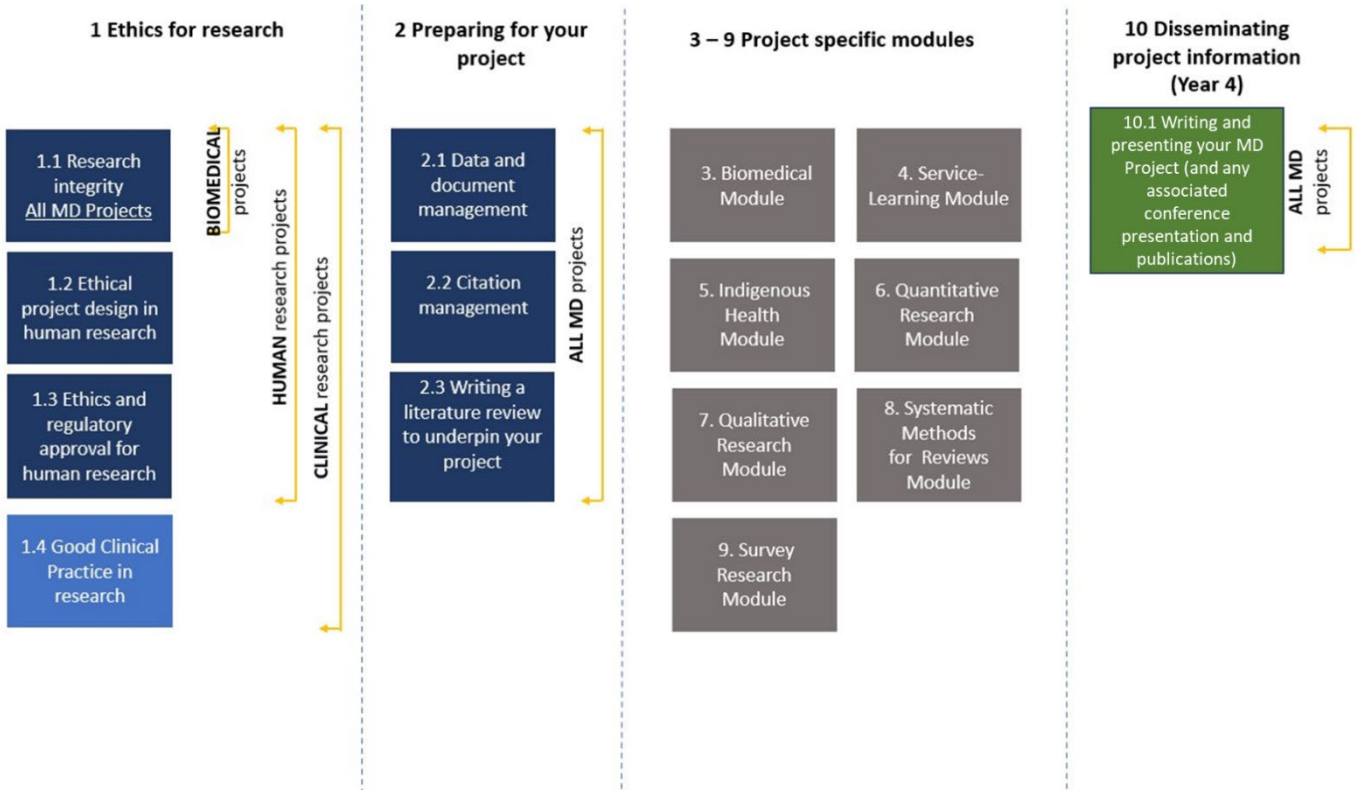
- Attendance at Research Skills Week components (in person)
- Compulsory modules for all students, before commencing Project work (Research Integrity (1.1), Data Management (2.1), Citation Management (2.2), Literature Review writing (2.3); online modules)
- Compulsory modules for all students undertaking *research Projects* (online modules)

- Compulsory modules for all students undertaking *service-learning Projects* (online modules)
- Compulsory modules for all students undertaking *biomedical Projects* (blended delivery)
- Compulsory modules for all students undertaking *Indigenous health Projects* (online delivery)
- Compulsory modules for all students undertaking *work with humans* (online delivery)
- Modules on specific data collection and analysis approaches (online delivery)
- Modules on dissemination; report writing and presentation (online delivery)

Modules and other resources for all assessment tasks can be found on the MD Project vUWS companion site. Research ethics modules must be completed as relevant to your project (See Figure 2). MD Project students should discuss with their Supervisor, which modules are needed to complete as part of their research skills training. Some Supervisors may also provide additional specialised training e.g. use of specific methods or software.

Compulsory sessions in the Research Skills week (Year 4 first Campus Learning Week CW4.1) will help develop skills required for all Project Streams. The MD Project Orientation session (start of each attachment) will cover review of assessment items for the attachment, skills and training already covered, project management and progress tips, and contact information. A check-in session during Week 4 of attachment will review project progress with a stream advisor. Students should bring slides 1-3 (Title, Introduction, Method) to this session.

Figure 2 – The MD Project Skills Framework



MD Project Skills Training Modules

3. Biomedical Research Module

3.1 Pipetting
3.2 Preparing solutions and media
3.3 Animal care and ethics
3.4 Sterile techniques
3.5 Precision balance weighing
3.6 Use of basic laboratory equipment (pH meter, centrifuge, incubator)
3.7 Statistics for Biomedical Research

4. Service-Learning Module

4.1 What is Service Learning?
4.2 Designing community service-learning projects
4.3 Principles of program evaluation
4.4 How to approach community groups and community services
4.5 Working with vulnerable individuals and populations
4.6 Working with Health Services
4.7 Politics in organisations and in the community
4.8 Group dynamics in small groups
4.9 Needs assessment methods
4.10 Using research skills in non-research projects
4.11 Participatory approaches in community settings
4.12 Dissemination and advocacy
4.13 Reflections in action

5. Indigenous Health Module

5.1 Cultural proficiency facilitating mutually beneficial collaborations
5.2 A de-colonising approach to enable community control of research
5.3 Data sovereignty and community ownership of all aspects of research
5.4 Indigenist research methodologies (i.e. yarning)
5.5 Community politics, hierarchical constructs, and the significance of Elders within community research
5.6 Social determinants of Indigenous health

6. Quantitative Research Module

6.1 Calculating sample sizes
6.2 Sampling and recruitment approaches
6.3 Preparing and organising data
6.4 Analysing quantitative data
6.5 Introduction to data analysis software packages
6.6 Conducting chi square in SPSS

7. Qualitative Research Module

7.1 Qualitative research approaches
7.2 Sampling approaches and thematic saturation
7.3 Developing an interview/focus group guide
7.4 Conducting focus groups and interviews
7.5 Analysing qualitative data
7.6 Qualitative data analysis software packages

8. Systematic Methods for Literature Reviews Module

- 8.1 Selecting & planning a systematic literature review
  - 8.1.1 Scoping reviews
- 8.2 Systematic review databases
- 8.3 Developing a review protocol
- 8.4 Creating, refining, and conducting an advanced search
- 8.5 Grey literature searching
- 8.6 Extracting, managing, and screening search results
- 8.7 Documenting characteristics and extracting data from included studies
- 8.8 Methods for assessing risk of bias
- 8.9 Synthesising evidence

9. Survey Research Module

- 9.1 Introduction to survey research
- 9.2 Survey design
- 9.3 Sample and sampling for surveys
- 9.4 Survey data collection, analysis and reporting
- 9.5 Qualtrics survey platform

10. Enhancing your MDP experience through Publishing Reports and Papers

- 10.1 Writing a research paper
- 10.1 Publishing a research paper

SECTION 3: MD PROJECT ASSESSMENTS

To progress your project in a systematic and timely manner, you must complete all the set, threshold assessments and milestones.

- Each MD Project student must individually complete and submit original progress and assessment tasks.
- All assessments are graded on a 4-tier scale (Above Satisfactory/AS, Satisfactory/S, Borderline Satisfactory/BS, Not Yet Satisfactory/NYS).
- Compulsory sessions during attachment include the Campus Learning Week 4.1 MD Project Research Skills, the MD Project Orientation Session (Week 1 of attachment) and Stream Group Check-In Zoom Session (~Week 4). The Presentation Day is a compulsory, in-person day (Week 9).

OVERVIEW OF MD PROJECT ASSESSMENTS

MD Project Assessments			
Assessment Item	**Assessment Nature**	**Format**	**Submission**
1. Student Learning Plan (includes short Literature Review)* *(Due end of Research Skills Week CW4.1, Friday midnight)*	Threshold *Assessed by Stream Advisor*	MyProgress assessment form	Via MyProgress
2. Supervisor Attachment Assessment *(Due to supervisor by Monday midnight, Week 9)*	Threshold *Assessed by Supervisor*	MyProgress assessment form	Via MyProgress
3. Presentation *Slides to be submitted by Monday 9am, Week 9; Oral Presentation is Wednesday, Week 9)*	Threshold *Assessed by Presentation Panel*	6-slide Oral Presentation *(4 minutes presentation + 3 minutes questions/answers)*	Slides to MDP vUWS Turnitin box
4. Abstract & Discussion *(Due end of attachment Friday midnight, Week 9)*	Threshold *Assessed by Presentation Panel*	An Abstract (300 words) and Discussion (700 words) of your project (total 1000 words). *(The +- 10% word count leeway for assessments applies)*	To MDP vUWS Turnitin box

** Not Yet Satisfactory Student Learning Plans may require a Project Update to be submitted by Wednesday of Week 1 of your MDP Attachment. Where required, this is also a Threshold item.*

MD PROJECT ADVANCEMENT OPTIONS

Students are encouraged to take advantage of advancement options available to them to further their skills and build their profile. Options may include conference presentations either oral or poster, community presentations, or writing for publication. Supervisors are strongly encouraged to support students with these activities and offer advancement opportunities if available.

3+1Q ANZ Medical Student Research presentation competition

One option the School of Medicine academics co-facilitate is the **3+1Q** competition for medical students, inspired by the three-minute thesis (3MT) competition.

The **3+1Q** provides medical students with a platform to showcase academic, presentation, and research communication skills. Presenting in a **3+1Q** competition increases students' capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience, and answer one question on the spot.

To participate, students must first compete in an internal competition held by the School of Medicine. Once calls for submission open, students submit an abstract and if selected they prepare a 3-minute oral presentation, and a single illustrative slide. Students can opt to participate in the 3+1Q competition or may be recommended by the assessment panel, assessing candidates at the end of their attachment. The 3+1Q presentations will be assessed by an academic panel in a friendly, but competitive environment. The winner of the internal competition (usually held in October) goes on to represent the School of Medicine at the bi-national competition hosted by the Medical Deans Australia and New Zealand Research Educators' Network (MDANZ REN) (usually held in November). Students may be indicated as a strong contender for the 3+1Q by the Final Presentation marking panel, in which case a student may be approached to apply.

Conference presentations and publishing

Well-motivated students with project outcomes that will interest a conference or journal audience should seek advice from their supervisors about suitable options for disseminating their work. Further support such as writing and journal advice may be sought from the MDP Team who will put students in contact with School staff with experience in publishing, reviewing and journal editing.

MD Project Advancement: 3+1Q		
Submission item	Assessment	Format
A single illustrative ePoster or image	The poster and presentation will be assessed by an academic panel internal to the SoM. Winner goes on to bi-national competition hosted by the MDANZ Research Educators Network.	One ePoster slide as per writing guide, or illustrative image. 3MT style oral presentation - max 3 minutes in a non-specialist language.

DESCRIPTION OF ASSESSMENT ITEMS

STATEMENT ON THE USE OF GENERATIVE AI IN MD PROJECT ASSESSMENTS

Use of generative artificial intelligence (AI) tools to brainstorm ideas, summarise reading material or to edit your submission is permitted. The content of your final submission must be your original work; save your drafts. Be aware that the output from generative AI tools may be incorrect, incomplete or biased.

Working with another person or technology in order to gain an unfair advantage in assessment or improperly obtaining answers from a third party including generative AI to questions in an examination or other form of assessment may lead to sanctions under the Student Misconduct Rule. Use of generative AI tools may be detected.

ASSESSMENT 1: STUDENT LEARNING PLAN (AS/S/BS/NYS)

Task:

The Student Learning Plan is a tool to help you plan, manage, and complete your project in a time- efficient manner. Plans should make clear your role in the project and what is expected of you and from your Supervisor throughout the project. The Student Learning Plan introduces the background to the project (in the form of a short Literature Review), identifies the skills and knowledge you will need to undertake your project and how and when you will acquire them. These include relevant Project Skills modules and other training required for your project as discussed with your supervisor. A drafting word version of the Student Learning Plan is available on the MD Project companion vUWS site, for ease of email communication/revision with your Supervisor. The information from the drafting form can be transferred to the MyProgress form when complete. The contents of the Student Learning Plan MyProgress form can also be found below in Appendix C.

NOTE: Changes to your project aim, planned activities or supervision arrangements from the original MD Project Proposal must be discussed with, and approved by, your Stream Advisor before starting the altered project.

Submission:

Student Learning Plans are to be completed and sent via the MyProgress Assessment form, to your designated Stream Advisor (see welcome email), no later than Friday midnight of the Year 4 CW4.1 Research Skills Week. Late submission constitutes your first resubmission attempt. Your review section must include a TurnItIn similarity report, which can be obtained by submitting your review to the Student Learning Plan TurnItIn box on vUWS. Attach your similarity report to your MyProgress form.

Guide:

The Student Learning Plan must include the specific activities, training, and other tasks required for Project completion with an achievable timeline. This includes dates for completing required modules and milestones such as obtaining approvals (eg. ethics, site permissions), submitting and reviewing Supervisor feedback on drafts of assessments before submission. The Student Learning Plan includes a short Literature Review (750 words) to introduce the project topic area and contextualise the proposed project. The guide below indicates the suggested layout of this section of the Student Learning Plan.

Criteria:

The Student Learning Plans are threshold assessments to be completed in consultation with your Project Supervisor, in reference to the approved MD Project Proposal. They must identify all important learning activities, include a timeline with feasible completion dates, and demonstrate that Supervision arrangements are in place. You must attach evidence of Supervisor approval of your plan to the MyProgress form (eg. In the form of an email screenshot). Feedback will be provided by your designated Stream Advisor, which you must address as required.

Short Literature Review Layout Guide

Title (Up to 25 words, not included in word count):
The Title should accurately describe the Project topic. For example: "Patient adherence to medication advice provided through telehealth consultations".
Introduction (~100 words):
The Introduction should outline the topic area Highlight the importance of the topic indicating the research/practice problem. For example, its clinical relevance, the effect on health and well-being, any gaps in the research and in what is already known. For service-learning projects you may instead describe the importance of the service organisation you are working with and its activities, citing best evidence from the literature and known facts about the service. Explain who will benefit from this information and how it could be applied to practice.
Main body (~550 words):
This section should present a synthesis of the best available information and current evidence on the project topic area. It should define the knowledge gap(s) and provide areas your project will address to fill knowledge gaps. • Compare and contrast different perspectives on the problem, identify new developments, describe unanswered questions • Briefly appraise the quality of the information and evidence that you have selected, for relevance, currency, type of research, and key factors related to your Project. • Identify the gaps: what knowledge is missing to address/better understand the problem outlined in the Introduction. This can include absence of information about a population, technical information, flaws or inconsistencies in knowledge about the cause and mechanisms of the problem, limitations in methods or approaches that have been used to investigate or fix the problem, or lack of evidence on whether interventions work or not.

Conclusion (~100 words):
This section should summarise the key points from your review to provide a convincing rationale or justification for your project. • Summarise and apply the key points from your appraisal to the problem described in the Introduction. Discuss how the literature review helps to formulate your research aim(s) and your hypothesis. • State the aim(s) of your project. These should be designed to address the specific gap or issue, from those identified through your review of literature. Include how your project will (be a step to) address this.
References (not included in word count)**:**
Include all sources using Vancouver reference style. References should match in-text citations and be in the correct format. It is recommended that students use a referencing software to manage their literature (e.g. reference manager, Endnote, Zotero), but ensure that they review and correct any referencing errors. Information on referencing layouts can be found through the WSU library: https://library.westernsydney.edu.au/students/referencing-citation

ASSESSMENT 1B: PROJECT UPDATE (S/US)

Task:

This item provides an update on your project and progress and is not required for all students (you must check your Student Learning Plan feedback from your stream advisor). If required, this is also a threshold item and must achieve Satisfactory to successfully complete the MD Project attachment. If your designated Stream Advisor decides that there is insufficient understanding or incomplete preparation (eg. Ethics confirmation) of the learning plan, they may require you to complete the Project Update form at the beginning of your attachment in Year 4. All students who start attachment > 6 months after the Research Skills Week (eg. those students in Teaching Session 3 or 4) may be required to complete a Project Update form.

Submission:

Email the MDP Project Update form to your designated Stream Advisor via MyProgress for completion no later than Wednesday midnight of attachment Week 1. Note: Supervisor approval is not required for this form. However, the Stream Advisor may contact the Supervisor if the project is still unclear.

Criteria:

Your designated Stream Advisor will provide feedback and a grade of S/US. If US, you will be required to resubmit until Satisfactory. Satisfactory completion is required for successful MD Project attachment completion, if the Project Update form is deemed required.

ASSESSMENT 2: SUPERVISOR ATTACHMENT ASSESSMENT (AS/S/BS/US)

Task:

This assessment is to be completed by your Supervisor, based on your efforts and progress across the MD Project, including engagement in activities and tasks, increasing knowledge and skills, engagement in and attitude to teamwork, communication skills, and professionalism. Your Supervisor should take into account any unforeseen mishaps or challenges during the Project.

Submission:

Send the MDP SAA MyProgress form to your Supervisor, no later than Monday midnight of attachment Week 9 for their completion.

Criteria:

Your Supervisor will provide feedback and a grade of AS/S/BS/NYS. If NYS, you will be required to remediate according to a plan developed by the Stream Advisor and/or MDP team lead and your Supervisor. This may include additional time during the remediation period at the end of Year 4 (ACS2). All raw data and associated figures, search results and any analyses related to the project should be sent to/shared with the Primary Supervisor before sending the SAA MyProgress form in Week 9. This aspect is a threshold requirement and an automatic NYS of the SAA will be applied if not complete. The SAA form contains an indication of this task having been performed. The content of the SAA MyProgress form can be found below in Appendix D.

ASSESSMENT 3: ORAL PRESENTATION (AS/S/BS/NYS)

Task:

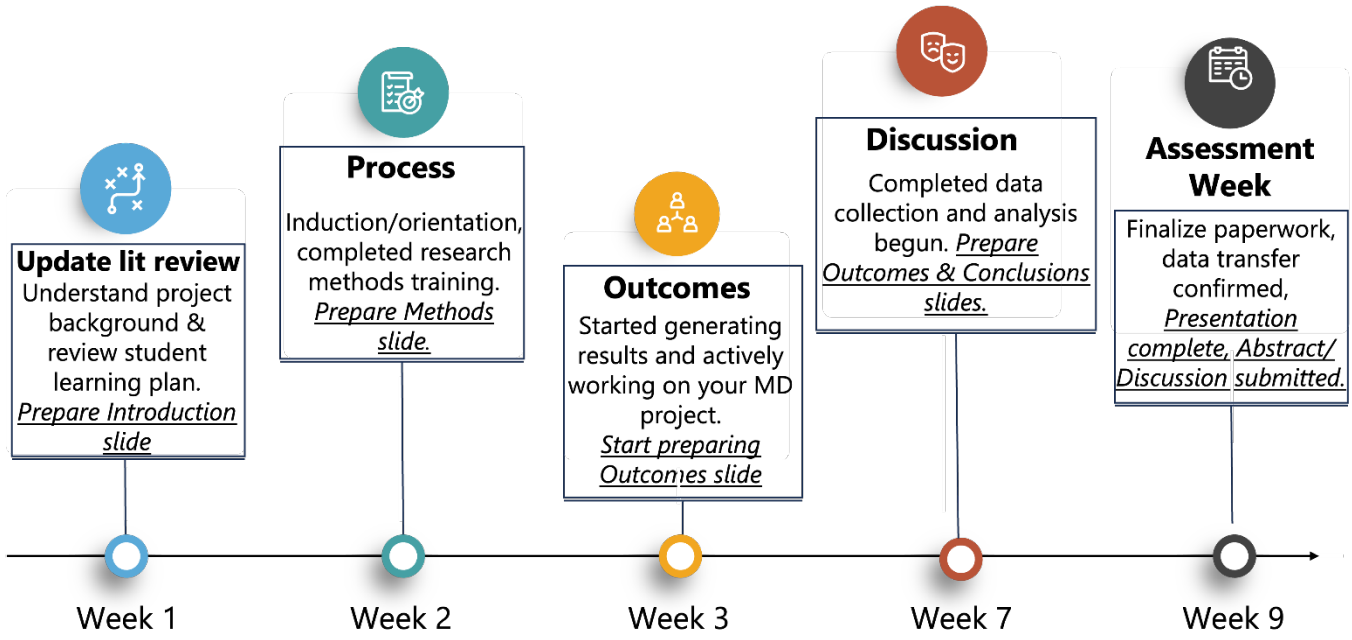
The Project Presentation:

- Gives you the chance to explain in person and tell your work in your own words (**no AI use**)
- The audience include Supervisors, panel members and peers in your attachment
- Is scheduled in the last week of your Attachment.
- Slides should not be more than six.
    - Title
    - Introduction
    - Process/Methods
    - Outcomes
    - Conclusions
    - Acknowledgements and key references/citations
- Presentation time: 4-minute timeslot.
- Submission is in the form of pdf, with slides set to 16:9 (widescreen) layout (see vUWS template).
- Main emphasis: clearly present your project background, process and outcomes, including putting the project into context of the topic area, as well as providing a broad-brush view of how these findings address a knowledge gap and/or help our communities.

Following the presentation, a panel familiar with student research will prompt discussion with questions for you to further explain aspects of your project. Time permitting, audience questions are encouraged. There are 4 minutes for your presentation, 3 minutes for at least three questions and your responses.

There is no word limit for the slides, but we encourage graphic visualisation, where possible. For example, a flow chart of processes rather than a wordy paragraph, figures, graph or word clouds. Slides that are too busy won't be understandable in the time given. MDP students are expected to continue creating and developing each of the 6 slides during their rotation and present/provide these at check-ins to the MDP team to ensure timely completion. A marking rubric will be provided to the three examiners who will mark your presentation on indicated areas.

Figure 4: A suggested timeline of aspects of Project through the 9-week MDP attachment.



Submission:

Your Final Presentation slides are to be submitted to the TurnItIn box on MD Project vUWS by Monday 9am of attachment Week 9. This is to enable extraction, collation and sending of slides to the appropriate panel members for preparation. The presentation is completed in person, live at the Presentation Day site. Late submission of slides will mean completion of your presentation without slides and marking as a resubmission.

Criteria:

Oral Presentation Rubric

	Descriptor	Above Expectations	Meets Expectations	Borderline	Not at Expected Level
Presentation Content and Structure	• Clear summarization of the project overview. • Slides laid out in a balanced and understandable way (text: images). • Adhered to MDP presentation structure (Title, Background, Methods, Outcomes, Conclusions, Acknowledgements with Key References) and timing specifications (4min presentation; 4min questions).	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Project Understanding *Student will be asked a question on this*	• Provided project outcomes (positive or negative) related to project aims. • Comprehensive understanding of the methods/processes used in the project. • Appropriate analytic approach to project outcomes.	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Project Outcome(s) and Relevance *Student will be asked a question on this*	• Project outcomes summarized and clearly presented, with clarity of student role in project. • Effective contextualization of outcomes within the topic area and significance to stakeholders. • Strengths and weaknesses of the project were discussed.	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Presentation skills and question responses	• Appropriate presentation tone, measured pace, audience eye contact. • Used slide content effectively during presentation • Answered questions appropriately and using evidence (from area or outcomes).	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Global Grade	Above Satisfactory/Satisfactory/Borderline Satisfactory/Not Yet Satisfactory				
Written feedback:					

Presentation Marking Panel questions for Q&A section of presentation (one question from each set will be asked):

PROJECT UNDERSTANDING

- What existing knowledge or theories were used in developing the project?
- What was the most significant or surprising result/experience of the project?
- How did the project change over time from proposal to Week 9 of attachment?
- Did anything unexpected happen or not go according to plan? How did you (and your team) work around these unexpected events?
- Your project used X method (eg. data collection process or data analysis technique) in exploring the outcomes. Please explain how X worked in providing this information.
- Are there alternative interpretations of the outcomes and what might they be

PROJECT OUTCOME(S)

- What is the most significant outcome of your project and why?
- How do your outcomes support, add to, or challenge the existing topic area?
- What would you say are the most significant limitations of your project? How would you address these or what would you have done differently?
- Where do you see this project work going next?
- What could be the potential impact of your work on health/the issue/participants/stakeholders?
- In what way does your project provide information on the topic area for relevant stakeholders?
- How might learnings from your project benefit your future career?

ASSESSMENT 4: ABSTRACT & DISCUSSION (AS/S/BS/NYS)

Task:
This assessment should be completed with discussion and feedback from your Supervisor. It should demonstrate your capacity to review, describe and summarise the findings from your work. This includes interpreting findings in relation to the known topic area and indicating the impact of your work along with major limitations or roadblocks.

A short Personal Reflection should be included after the references section of the discussion (one or two paragraphs) to discuss your learning experience in the MD Project and its relevance to your future career. The reflection is not included in the word count and the content is not assessed (only its' inclusion).

Submission:
Submit to the TurnItIn box on MD Project companion vUWS site by Friday midnight of attachment Week 9. Your submission should include the provided cover page, evidence that your Supervisor has provided at least one round of feedback on your submission (eg. screenshot email) and the Personal Reflection after the references section of your Discussion.

Criteria:

	Descriptor	Above Expectations	Meets Expectations	Borderline	Not at expected level
Abstract/Discussion structure	• Abstract layout follows a clear and logical flow (eg. Background, Approach, Outcomes, Conclusion) • Discussion layout follows a clear and logical flow, distributed into appropriate paragraphs • Evidence is used to support statements throughout and is appropriate for the topic area	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Abstract content	• Includes a title that describes the project • Summarises key aspects of the project process and its outcomes • Summarises the impact of the project outcomes for the topic area and/or stakeholders	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Discussion content	• Summarises key outcomes of the project and accurately compares them to what is already known in the topic area to draw conclusions • Includes implications for stakeholders, community and/or the organisation in which the project is located. • Considers limitations of the project, their impact on outcomes, and suggests future directions.	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an acceptable level	Does not meet descriptor(s) at an acceptable level
Academic writing and References	• Grammar, spelling and punctuation are used appropriately throughout per academic English language conventions	All 3 descriptors met at an outstanding level	At least 2 of the descriptors met at a good level	At least 1 of the descriptors at an	Does not meet descriptor(s) at an

	• Both items fit the required word count (Abstract: 300; Discussion: 700) • References are included and properly referenced			acceptable level	acceptable level
Global Grade	Above Satisfactory/Satisfactory/Borderline Satisfactory/Not Yet Satisfactory				
Written Feedback:					

ABSTRACT & DISCUSSION LAYOUT GUIDE

Title (Up to 25 words, not included in word count): Start your submission with your project title.
Structured Abstract (300 words): *The +- 10% word count leeway for assessments applies.*
Abstracts should be a succinct but complete summary of the project. Use the following structure and subheadings: **Background**: Provide key facts about the topic including the project context and rationale. State aim and objectives of the project, and where applicable the hypothesis to be tested, and research question(s). **Approach (or Methods):** Name the study design or project type. Briefly describe the project setting or location and if applicable the study population, participants, resources/tools or data source. State the methods including data collection and data analysis, and interventions if applicable. **Outcomes:** Include only key findings and their meaning. Focus on those that answer your project aim(s) and question(s). **Conclusions:** State the implications of your key findings and take-home messages or recommendations. Suggest areas for further work if appropriate. Avoid over-hyping your findings, or making recommendations or statements that are not supported by your data. Include a section on any limitations of your project
Discussion (700 words): *The +- 10% word count leeway for assessments applies.*
Do not repeat what you stated in your abstract. Instead, use this section to put together key points related to the strengths and limitations of the study; what your findings and outcomes tell you and how your outcomes relate to the wider topic area. For example, the extent to which they hold for other settings and participant groups, or data that could not be collected or analysed leading to a small sample size, or changing circumstances that prevented data collection. Use these to identify new gaps and unanswered questions to make suggestions for future work or research. Alternatively, this can also be structured to present three sections that clearly present: 1) What was known, 2) What your study showed, 3) How does this change practice, or modify current thinking or address knowledge gaps. The conclusion should be a few sentences that briefly summarise your most important findings and outcomes (the "take home messages" – remember to have these on your presentation slides as well), the main implications for practice and future research. **Do not** overstate your findings or any recommendations. Focus on what you learnt from what you did (and showed/stated) and what you did not find.
References (not included in word count):
Cite all sources, using Vancouver referencing style. For convenience and speed, use (but do not fully rely on) automated outputs from reference management software (e.g. Endnote).
Appendices (not included in word count):
Include, if relevant, any outcome data (Figures, Tables) that may be key to understanding the context of the discussion. Do not include all your outcomes/findings. You may also provide as an appendix a short paragraph summarising your key results.
Personal Reflection (not included in word count):
This section is for you to reflect on the learning journey experienced over the MD Project, from project sourcing through to completion. Choose two to three aspects that were key to your learning, what you learned from them and what the project means for your future career. Collective anonymous experiences may be used by the MDP team to report on the outcomes of the MD Project as a whole.

ASSESSMENT GUIDELINES AND KEY MARKING CRITERIA

Submission requirements and overall criteria are standard for all projects. Please refer to assessment criteria for each item. Each Stream may have additional assessment criteria relevant to projects in that Stream. Please consult with relevant Stream Advisor.

Standard submission requirements for written assessments:

Word length	*Student Learning Plans:* Word length is 750 for the literature review section. Other sections depend on the question being asked but should be in the form of paragraphs where applicable. *Oral Presentation: 6*-slides limit *Abstract & Discussion:* Word length is 1000 words combined (300 Abstract and 700 Discussion) Keeping to word limits tests your ability to write succinctly and avoid repetition. Quality, rather than quantity, of writing is weighted in the assessment criteria. Poor quality writing is often lengthy, rambling and disconnected, and leaves the reader wondering what the purpose of the section, paragraph or even sentence is. Each word should be necessary to convey the intended meaning, and sentences should be short, conveying one point or idea at a time. Removing unnecessary text and rephrasing for clarity and precision requires repeated re-drafting. This is a test of your time management skills as much as your ability to convey ideas. When stuck, ask your peers and supervisory team to briefly read for areas that could be cut or rephrased.
Format	The assessors reserve the right to refuse to mark assignments that do not follow formatting requirements, including: • Project title at the beginning of all assessment items • Full student name and student number in the footer of each page • Number all pages • A complete list of all references and sources
Referencing	Assignments must be referenced using the Vancouver Referencing style.
Electronic submission/ Turnitin	Students must submit their work either via MyProgress or to the correct TurnItIn drop-box on vUWS by the due date/time. TurnItIn is online web-based text-matching software that identifies and reports on similarities between documents, and generates a Similarity Report. To be able to see a draft Similarity Report and make any necessary changes, you will need to submit your work at least one week prior to the due date to the Practise dropbox in MD Project vUWS (no record is retained from this TII box). Further Information on TurnItIn found at the link: https://library.westernsydney.edu.au/students/academic_integrity/turnitin_student_support Student may not submit work as part of their MD Project assessment if it has been previously submitted for an assessment item for the MD course or an assessment item towards a different qualification (eg. previous tertiary study) except where appropriately referenced, and with prior permission from the MD Project Convenor. Any breaches of this requirement will be treated as Academic Misconduct, as per the University policy. Students also need to be aware of the WSU Use of Artificial Intelligence Policy and any other generative AI policies set out by the university.
Request for an Extension	**The normal expectation is that assignments are submitted on time.** Students are expected to manage the balance between their studies and other activities. Requests for an extension will only be approved if the circumstances: • are sufficiently grave in nature or duration thus causing significant disruption to their capacity to study effectively. • meets one of the categories listed in the Disruption to Studies form, and • documentary evidence is provided to demonstrate the extenuating circumstances which are outside the student's control. • All requests for an assessment task extension must also be in writing to the MDP team directly. Students will be required to submit the Disruption to Studies form on WesternNow to the Subject Coordinator after receiving permission for extension from the MDP team. • Please note that 'IT issues' are not a valid reason for a request for an extension thus it is advisable to submit assessment tasks well in advance.

	Assessment items submitted after the due date without an approved extension request are considered late. Late assessment submissions constitute a resubmission and will obtain the resubmission maximum grade of 50%. Contact the MDP team to initially request an extension via email to MDProject@westernsydney.edu.au **NOTE:** To ensure that a request for an extension reaches the MDP team in a timely fashion, make sure you send an email prior to the task due date. A University request for an assessment extension to the Subject Coordinator may be submitted before the due date or up to two business days after the due date. Applications must be submitted no later than 5:00pm on the second working day after the due date for the assessment task. If the decision to grant an extension for an item of assessed work confers a potential advantage to a student over other students, the request will not be granted.

PROGRESSION CRITERIA

To pass the MD Project attachment and to progress in the course, you must attain a passing grade (Above Satisfactory/Satisfactory/Borderline Satisfactory) in each of the MD Project assessment tasks. This confers a Satisfactory grade (1) for the MD Project attachment.

Assessment items submitted after the due date without an MD Project-approved extension are considered late. Late assessment submissions constitute a resubmission and will obtain the resubmission maximum grade of S (50%). Late submission of presentation slides cannot be accepted for use in presentation day. In this instance, no slides can be used for the presentation.

If you receive a Not Yet Satisfactory for the Student Learning Plan (first submission), you are required to address the specific issues raised according to plans developed between you, your Supervisor, and your Stream Advisor, in order to obtain a Satisfactory (50%) result. If you receive an Unsatisfactory for the resubmission, you will be required to continue resubmission until a Satisfactory result is obtained. Student Learning Plans that require items such as ethics updates in Year 4 can be marked as Satisfactory with Project Update required.

If you receive an Unsatisfactory for the Project Update, you are required to address the specific issues raised and resubmit, until a Satisfactory is obtained.

If you receive an Unsatisfactory result for the SAA, the Stream Advisor or MD Project team lead will organise a remediation plan in collaboration with you and your Supervisor. Successful remediation will gain a maximum grade of Satisfactory (50%) for the SAA. This may include remediation time at the end of ACS2. If you fail this remediation attempt, you will receive a fail for the MD Project Attachment and ACS2.

If you receive an Unsatisfactory for the Presentation, you will be given one opportunity to revise with an equivalent task (eg. Viva). If you pass the revision task, you will be given a maximum grade of Satisfactory (50%) for the Final Presentation. If you receive an Unsatisfactory for the Final Presentation Revision Task, you will fail the MD Project Attachment and will be required to remediate. This may include remediation time at the end of ACS2. Successful remediation will gain a grade of Satisfactory (50%) for the MD Project Attachment. If you fail remediation, you will fail the MD Project Attachment and ACS2.

If you receive an Unsatisfactory for the Abstract & Discussion, you will be given one opportunity to revise and resubmit. If you pass the resubmission, the maximum grade that will be awarded for the Final Abstract & Discussion is Satisfactory (50%). If you receive an Unsatisfactory for the resubmission attempt, you will fail the MD Project Attachment and will be required to remediate. Successful remediation will gain a grade of Satisfactory (50%) for the MD Project Attachment. If you fail remediation, you will fail MD Project Attachment and ACS2.

Attendance: Attendance and participation at seminars, workshops, lectures and presentation day (including all required items in the Research Skills Week) is compulsory as outlined in the School of Medicine Attendance Policy. Time for focused project work is allocated to students in the dedicated 9-week MD Project attachments. While you are expected to progress your project significantly in these attachments, you are not restricted to using only this time for project work, providing your attendance and completion of other MD course requirements are satisfactory. Non-attendance (in person) at Research Skills Week CW4.1 will require a meeting with the MD Project team to organise a specific in-person remediation time.

SECTION 4: ACADEMIC INTEGRITY AND MISCONDUCT RULE

STUDENT MISCONDUCT RULE

The Student Misconduct Rule applies to all University and The College students and is effective from 1 January 2016. The Rule outlines the misconduct process and clearly defines the roles and responsibilities of staff and students.

The Rule defines academic, general and research misconduct and includes compliance with the Student Honour Code and the Research Code of Practice.

See the following link for the specific details of the Student Misconduct Rule:

https://www.westernsydney.edu.au/currentstudents/current_students/student_misconduct_rule

The Student Misconduct Rule policy can be found here:

https://policies.westernsydney.edu.au/document/view.current.php?id=304

Students also need to be aware of the WSU Use of Artificial Intelligence Policy and any other generative AI policies set out by the university. Please see the statement for the use of AI within MD Project requirements.

SECTION 5: APPENDICES

APPENDIX A: MD PROJECT SUPERVISION AGREEMENT

This agreement specifies the processes and requirements for the completion and supervision of the MD Project. By submitting the Student Learning Plan (Appendix C), both Student and Supervisor agree to the following:

Student and Supervisor agreements:

1. The supervisor and student must agree on a suitable program of work, which is documented and approved in the MD Project Proposal.
2. The student and supervisor will agree on a regular meeting schedule (via an agreed-upon format) to discuss and progress the Project. It is expected that at least 30 minutes will be set aside for such meetings.
3. The student and the supervisor will agree on the frequency and type of communication outside of meetings. For example, how frequently the student will provide progress updates? How much time will the supervisor require to review and provide feedback on drafts?
4. The student and supervisor will agree on a clear Student Learning Plan, including a timeline for project progression, which must be satisfactory for assessment before any project work (other than reading) can commence.
5. The student and supervisor agree that changes of project must be submitted to Stream Advisor for approval prior to the change commencing.

Student responsibilities:

The student will initiate/undertake agreed-upon work on the approved project during the 9-week allocated MD Project attachment. The student may begin to progress with less intensive project work before the allocated attachment if agreed upon by both student and supervisor and approved by the Stream Advisor.

6. The student is responsible for accessing the vUWS online learning platform to keep track of MD Project updates and information, to identify and complete learning resources and modules required for conducting the project, and to complete the required learning modules for ethical and proper project completion.
7. The student must check regularly for email communication from the supervisor and MD Project team. Student must provide timely, appropriate responses, as required. Repeated non-response to appropriate communication can result in misconduct proceedings.
8. The student agrees to undertake inductions and adhere to all WHS requirements applicable to their project.
9. The student will present draft assessment items to the supervisor for feedback on time (as agreed).
10. The student will address the supervisor's feedback on assessment drafts before submitting items for marking.
11. The student will send copies of all final, submitted assessment items to the supervisor.
12. The student will send a copy of all final data and data analysis to the supervisor prior to the end MD Project attachment as required by the Supervisor Attachment Assessment (SAA).

Supervisor responsibilities:

13. The primary supervisor takes full responsibility for ethics approval for research, or quality assurance projects in the Local Health District. Approval must be in place at least a month before the student commences project work. Non-research and literature review projects may not need ethics approval.
14. The primary supervisor ensures that co-supervisors and/or supervisory team members will be available to cover supervision during the attachment, if the primary supervisor is unavailable.
15. The primary supervisor undertakes to:
    - make available to the student, regular meeting time, resources and facilities that are essential for the successful completion of the project.
    - ensure all work health and safety (WHS) responsibilities are met, including site induction where applicable.
16. The supervisor will assess student and project progress at the end of the attachment on the SAA form.
17. The supervisory team will assist the student in writing a plan for project work and expected progress ahead.
18. The supervisor will review and provide feedback at least once on the main MD Project assessment items: the Student Learning Plan and the Final Assessment Items.

APPENDIX B: FIRST SUPERVISOR MEETING CHECKLIST

Project Title:	
Supervisor:	
Student:	
Teaching Session Allocation:	
Date and Time of Meeting:	
Place (In-Person/Zoom):	

NOTE: When first meeting with a supervisor to discuss the possibility of doing a project, not all questions will be immediately applicable. Some questions will be more suitable once you have a specific project organised and are working through the details.

TOPICS to discuss	NOTES
Introductions – Student(s) and Supervisor(s)	
Relevant background	
Special interests, skills, strengths	
Goals and aspirations for the project	
Desired project objectives and outcome	
Availability – When is the supervisor away during the project year? What attachment does the student need to preference to match supervisor availability?	
2026 Year 4 Teaching Session Dates **METRO & BATHURST** TS1: 27 Jan – 27 Mar; TS2: 06 Apr – 05 Jun; TS3: 22 Jun – 21 Aug; TS4: 31 Aug – 30 Oct **LISMORE (TS2 only):** 06 Apr – 05 Jun	
Organisation and conduct of meetings	
Meeting frequency within MD project rotation and at other times as appropriate. *Note: The student is responsible for initiating the setting of meetings and project updating*	
Agenda, actions by the student, actions by supervisor, minutes kept by the student	
Communication arrangements and frequency	
Supervisor's availability for advice outside formal meetings	
Expected busy times, leave or time away	
Discussing the project	
Clarify and arrange any special eMR and/or IT requirements, site access, security forms, insurance, software needs at least 2 weeks prior to project commencing	
Topics to search for background information *Eg. Search terms for PubMed to prepare for mini Literature Review*	
Ethics approval *Ethics application is to be organised by supervisor and student will be listed or added by amendment.*	
Secure data management and storage plan *As approved by the relevant ethics review board – please specify*	
Identifying learning needs and requirements for project conduct and by when?	
Student role & responsibilities on the project	
Site inductions (if required)	

What skills/knowledge are needed to undertake the project e.g. Statistics, Qualitative techniques	
Discuss any training to be provided by the supervisor	
Discuss timelines	
Date of next meeting: **Work to be done before the next meeting and by whom?**	

APPENDIX C: STUDENT LEARNING PLAN

Student Deadline: Friday, end of Research Skills Week, CW4.1

NOTE: You will be notified who your Stream Advisor is by the MDP Team. Your MyProgress form is sent to your Stream Advisor once completed in the MyProgress system. This form is the template for drafting with your Supervisor.

Student Name:
Supervisor Name:
Student/supervisor supervision agreement * (see Appendix A)

By checking the following box, both student and supervisor(s) agree to the terms and conditions of the MD Project Supervision Agreement, which can be found in the MD Project Guide at https://www.westernsydney.edu.au/medicine/mdp

- Agree

Project Title:
Project Stream:
Year 4 TS: 1/2/3/4/B1/B2/B3/B4/L
This is a: First submission/resubmission

1. Attach your Project background and rationale here (750 words, referenced)

- Describe the background to your project, including areas such as
  - What issue/problem/gap/aim will the project address?
  - Why is this important? For whom?
  - What will be achieved by conducting the project
- See MD Project Student Guide for suggested layout (short literature review)
- File upload (in MyProgress) is mandatory, Learning Plan is unable to be marked without it.

2. Attach your similarity report for the Project background and rationale here
Similarity report can be obtained by uploading your review to the TurnItIn box on vUWS. File upload is mandatory, Learning Plan is unable to be marked without it.

3. Project background and rationale method
· What search terms did you use? · What database(s) did you search? · What inclusion/exclusion criteria did you use?

4. Project setting/data
- Where will the project be conducted
- Who are the stakeholders/participants/data sources
- How will they be recruited/accessed?

5a. Project activities
- What protocols/observations/activities will be used to conduct the project?
- How will the data be analysed/used to determine outcomes?

5b. (WSU only) BMS Projects: Attach your Animal Handling Module certificate here

6. Project is
- Qualitative (obtain relevant program for analysis eg. NVivo)
- Quantitative (obtain relevant program for analysis eg. SPSS)
- Review (obtain guidelines for protocol eg. PRISMA)
- Service Learning
- Quality Improvement/Clinical Audit

7. Intended project outcomes
- What are the expected deliverables of the project?

- How will the outcomes be communicated to stakeholders?

8a. Describe the main ethical consideration(s) for your project:

8b. NOTE: Ethics approval is only required if you are conducting a research project. QA projects may require LHD approval. Ethics approvals are the responsibility of the supervisor(s) to obtain.
Approvals must be finalised by: 31 Jan 2026 (TS1/2/Lismore) or 30 April (TS3/4/Bathurst);

Choose the response that applies to your project and provide details

- The project has ethics approval (state HREC, approval # and end date)
- Ethics application has been submitted (state HREC and application date)
- Amendment to existing ethics has been submitted (state HREC and application date)
- The project does not require ethics (state reason below)
- I am unsure if ethics is required
- Ethics is required and has not been submitted

HREC board; approval # and end date OR submission date OR reason why not required

8c. Attach your Research Integrity Online (WSU)/ELMO (CSU) Module certificate here

9. Overview of expected tasks that will be completed during MD Project (attachment) in Year 4

- Weeks 1-2
- Weeks 3-4
- Weeks 5-6
- Weeks 7-8
- Week 9

10. Attach your Supervisor Approval of Student Learning Plan here (eg. Screenshot email)

Stream Advisor response (this section shows what the marker will be looking for)

Section 1 (Project background) introduces the topic area for the project well and summarises key current ideas in the area.

- Yes
- No (please provide detail in open comments)

Section 1 (Project background) includes the issue/problem/gap/aim that the project will address

- Yes
- No (please provide detail in open comments)

Student appears to have a good grasp of the project

- Yes
- No (please provide detail in open comments)

Project is feasible for the time available

- Yes
- No (review of project work required, please provide details in open comments)

The Research Integrity Online (WSU) Module certificate has been attached.
For BMS projects, the Animal Handling Module certificate is also attached.

- Yes
- No (Student Learning Plan is US until this occurs)

Supervisor has approved the Student Learning Plan and evidence of this has been attached

- Yes
- No (Student Learning Plan is US until this occurs)

Stream Advisor written feedback:

Project Update form required
Additional review will need to be provided to confirm project activities; refer to Stream lead feedback comment
Eg. Ethics as yet incomplete, project workload review required

- Yes
- No

Global Grade for Project Plan

- **Project is well presented, understanding of project is clear**

- **Above satisfactory**
- **Satisfactory**
- **Borderline Satisfactory**
- **Unsatisfactory**

Stream Advisor name/initials

APPENDIX D: SUPERVISOR ATTACHMENT ASSESSMENT

Student Deadline: Form to Supervisor Monday, start of Week 9 of attachment
(If the student is performing to an unsatisfactory standard other that examples given, please clarify in the feedback section).

Student Name:
Supervisor Name:

1. Progress in knowledge (topic, methods) and practical Project skills
Student has demonstrated the ability to develop skills relevant to the project, including time management to complete tasks required.

- Above expectations
- Meets expectations
- Borderline
- Not at expected level

2. Engagement with Project
Student has engaged with project activities and has worked to conduct the project independently with relevant levels of supervision

- Above expectations
- Meets expectations
- Borderline
- Not at expected level

3. Teamwork
Student has managed teamwork skills, working cooperatively, seeking and responding to feedback

- Above expectations
- Meets expectations
- Borderline
- Not at expected level

4. Communication
Student has communicated effectively, maintaining contact and responding to contact in appropriate timeframes

- Above expectations
- Meets expectations
- Borderline
- Not at expected level

5. Professionalism
Student has demonstrated professional, respectful behaviour at all times, maintaining ethical and legal conduct relevant to the project.

- Above expectations
- Meets expectations
- Not at expected level

6. Project data
Student has submitted project data and analysis (or project product, as applicable) to supervisor (non-submission automatically achieves a global grade of Unsatisfactory)

- Yes
- No

Global rating

- **This rating is 30% of the students MD Project grade**
- **Above Satisfactory**
- **Satisfactory**
- **Borderline Satisfactory**
- **Unsatisfactory**

Supervisor feedback to student (If there are serious issues, please discuss with the Stream Advisor and/or MD Project Team

Supervisor Name/Initials:

APPENDIX E: ALIGNMENT OF GRADUATE OUTCOMES, MD PROJECT OBJECTIVES AND ASSESSMENTS

Assessment Items	MDP Learning Objectives	WSU Graduate Outcomes	AMC Graduate Outcome Descriptions
Student Learning Plan	1. Effectively communicate project status orally and in writing using appropriate technology, in a poster presentation and in a written report. 2. Improve on their work using peer and Supervisor feedback. 3. Demonstrate awareness of the relevant ethical training requirements during learning and project plan development. 4. Complete required ethical research training modules prior to commencing active project work. 5. Demonstrate ethical conduct during project activities. 6. Demonstrate consideration for participant privacy, confidentiality, and safety. 7. Demonstrate awareness of ethical integrity in the management, storage, and analytical interpretation of data. 8. Seek feedback and advice from Supervisor, research team, or network members for own improvement. 9. Conduct literature searches. 10. Select information relevant to the Project topic. 11. Evaluate the reliability, accuracy, and relevance of information sources, recognizing their advantages and limitations. 12. Synthesize information applicable to the Project topic. 13. Identify topics and evidence for formulating Project aims and/or hypotheses.	1.1 Communication 1.1.3 Creates and manages communication and information in all media, for example orally, in writing, electronically, by telephone. 3.1 Ethical Practice 3.1.1 Aware of and adheres to accepted medical professional codes of conduct. 3.1.2 Applies ethical principles in professional practice (and research). 3.1.3 Displays and reflects on, appropriate professional attitudes and values. 3.1.4 Values patient (Participant) autonomy, privacy and confidentiality. 3.1.5 Aware of and complies with legal responsibilities and requirements, and the guidelines of regulatory bodies. 3.1.6 Maximises patient (participant) safety, ensures quality care, and manages risk and adverse medical outcomes. 4.1 Teamwork 3.2.1Works effectively and cooperatively as a member of a multidisciplinary team and as a member of the health care system. 5.1 Learning & Teaching	1.13 Apply scientific knowledge and clinical skills to care for patients across their lifespan, including as children, adolescents and ageing people, and patients in pregnancy and childbirth. 2.1 Display ethical and professional behaviours including integrity, compassion, self-awareness, empathy, discretion and respect for all. 2.8 Manage their time, education and training demands and show ability to prioritise workload to manage patient outcomes and health service functions. 2.11 Describe and show respect for the roles and expertise of healthcare and other professionals. 2.12 Demonstrate the ability to learn and work collaboratively as a member of an interprofessional team. 2.13 Demonstrate lifelong learning behaviours, including seeking feedback on, reflecting on and evaluating their own professional practice. 2.15 Describe and apply the legal responsibilities of health professionals, including but not limited to: • maintaining privacy and confidentiality • using digital health technology • undertaking informed consent processes 4.2 Apply core medical and scientific knowledge to populations and health systems, including understanding how clinical decisions for individuals influence health equity and system sustainability.

	14. Formulate Project research questions or interventions based on identified gaps.	3.3.1 Engages in self and peer evaluation, lifelong learning and teaching. 4.2 Uses evidence 15. Seeks, critically appraises, and applies best available evidence relevant to health and illness in individuals and populations.	4.5 Access, critically appraise and apply evidence from medical and scientific literature. 4.6 Apply scientific methods to formulate relevant research questions and identify applicable study designs. 4.7 Comply with relevant quality and safety frameworks, legislation and clinical guidelines, including health professionals' responsibilities for quality assurance and quality improvement.
Supervisor Attachment Assessment	2; 5; 6; 7; 8; 15. Demonstrate team working skills by achieving mutual goals. 16. Actively participate in and contribute to project teams and local networks.	1.1 Communication 1.1.3 3.1 Ethical Practice 3.1.1; 3.1.2 3.2 Teamwork 3.2.1 3.3 Learning & Teaching 3.3.1	1.16 ; 1.24 ; 2.1; 2.8; 2.11; 2.12; 2.13; 4.7; 2.2 Apply the principles of professional leadership, followership and teamwork in health care by providing care within interprofessional healthcare teams.
Final Presentation	1; 2; 5; 6; 7; 8; 10; 12	1.1 Communication 1.1.3 3.1 Ethical Practice 3.1.1; 3.1.2; 3.1.3; 3.1.4; 3.1.5; 3.1.6 3.2 Teamwork 3.2.1	1.13; 1.16; 1.24; 2.1; 2.2; 2.8; 2.12; 2.13; 2.15; 4.2; 4.5; 4.6

		3.3 Learning & Teaching 3.3.1 4.2 Uses evidence	
Final Abstract & Discussion (includes Personal Reflection)	1; 2; 7; 8; 10; 11; 12	1.1 Communication 1.1.3 3.1 Ethical Practice 3.1.1; 3.1.2; 3.1.3; 3.1.4 3.2 Teamwork 3.2.1 3.3 Learning & Teaching 3.3.1 4.2 Uses evidence	1.13; 1.24; 2.8; 2.11; 2.13; 2.15; 4.2; 4.5; 4.6