



ASHTON
SIXTH FORM COLLEGE



The Oxbridge/MDV Application Process

Dr Damian Windle – Head of The XL
Academy



Why Oxbridge?

- <https://youtu.be/LlCwHnp3kL4>

What's the big deal?

‘The two institutions are the most competitive to gain access to in the UK; regularly appear in first and second position in league tables and are often at or near the top of worldwide rankings. Additionally, graduates from Oxbridge dominate public life in the UK. Almost half of the current cabinet were educated at Oxbridge (compared to 35% educated at one of the 22 other Russell Group universities) as were 24% of the MPs elected in 2017 (compared to 30% at other Russell Group institutions). Across several other leading professions, Oxbridge also dominates; 78% of top barristers, 54% of prominent journalists and 51% of senior civil servants were educated at one of the two universities.’

Sutton Trust 2018

What makes Oxford and Cambridge such special universities?

- The collegiate system
- Teaching and tutorials
- Time and space to be at the top of your game

Separating the myths....

- Intake, Interview, Finance...
- In truth Oxford and Cambridge Universities:
- Seek to attract the best and brightest applicants regardless of background, which they seek out via extensive access programmes across the UK, as well as visits overseas.
- Have highly rigorous and fair application procedures designed to allow the very best candidates to shine; and
- Are diverse and vibrant places to live and study.

Therefore...

- Expect the process to be very hard
- Expect the process to be brutal
- Be prepared for your son/daughter to work the hardest they've ever worked
- Expect that only roughly 1 in 6 students will get a place*

But....

- Expect the process to be fair
- Expect a first class level of support
- Expect extra benefits from being part of the process

Is Oxbridge for your son/daughter?

- The most important thing is the degree they wish to study – they need to be passionate about it
- Oxford and Cambridge tend to be traditional academic courses – strong emphasis on personalised teaching – often 100% based on examinations
- Students need to be able to motivate themselves, good at independent working and mentally tough
- Don't believe the myth – Oxbridge is a for state school Northern students

Entrance Requirements

- Typical offer:
- A-level – A*A*A - AAA
- GCSEs – at least 7x7's but average is around 7x8's (average point score of around 7.3)
- Entry criteria are purely academic
- Emphasis is on potential
- 1/6 success rate

Table 1.2: Courses with the highest number of applicants per place (all domiciles, three-year total 2022–2024)¹

COURSE	NUMBER OF APPLICANTS PER PLACE	COURSE	NUMBER OF APPLICANTS PER PLACE
Economics and Management	19.1	Mathematics	10.5
Computer Science	17.2	Law*	10
Mathematics and Computer Science	11.9	Physics	8.6
Biomedical Sciences	11.7	History and Politics	8.6
Medicine	11.1	Biochemistry	8.5

¹Including Law/Law with Studies in Europe

Choosing between Oxford and Cambridge

- Not possible to apply for both
- Some courses are offered at one and not the other. Important to check that courses with the same title may have different content

Table 4.2: UK applications to Oxford, offers made and students admitted by school type and course, three-year total 2022–2024

	STATE			INDEPENDENT			STATE PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Asian and Middle Eastern Studies	124	58	42	112	52	41	50.6%
Biochemistry	986	206	186	372	78	71	72.4%
Biology	780	226	199	323	94	87	69.6%
Biomedical Sciences	630	69	65	173	26	25	72.2%
Chemistry	1122	301	249	520	173	166	60.0%
Classics	321	140	114	394	162	150	43.2%
Computer Science	1,176	80	76	228	30	28	73.1%
Economics and Management	1,619	115	104	755	66	59	63.8%
Engineering Science	1,041	231	203	455	140	125	61.9%
English Language and Literature	1,471	439	381	663	185	177	68.3%
Experimental Psychology	558	107	82	130	28	24	77.4%
Geography	504	173	135	247	60	58	69.9%
History	1,453	460	390	850	186	168	69.9%
History and Politics	547	90	79	182	21	20	79.8%
Law*	3,137	394	341	746	110	104	76.6%
Materials Science	128	51	46	78	28	26	63.9%
Mathematics	2,642	289	281	595	84	82	77.4%
Mathematics & Computer Science	812	59	59	166	21	21	73.8%
Medicine	2,617	321	293	691	129	127	69.8%
Modern Languages	542	287	235	370	171	161	59.3%
Music	228	136	104	195	102	95	52.3%
Philosophy, Politics and Economics	1,868	349	316	868	149	140	69.3%
Physics	2,388	244	235	632	101	100	70.1%
Psychology, Philosophy & Linguistics	286	58	44	107	23	22	66.7%
Theology and Religion	131	59	54	117	37	34	61.4%

*Including Law/Law with Studies in Europe

Oxford by subject

Table 1.1 Applications, offers and acceptances to Cambridge by subject 2024

This table counts all applications, regardless of domicile.

Degree programme	Applications		Offers		Acceptances and success rates		
	No.	%	No.	%	No.	%	Success rate (%)
Arts, Humanities and Social Sciences							
Anglo-Saxon, Norse, & Celtic	65	0.3	42	0.9	27	0.7	41.5
Archaeology	79	0.4	41	0.9	22	0.6	27.8
Architecture	526	2.4	88	1.8	64	1.8	12.2
Asian & Middle Eastern Studies	111	0.5	61	1.3	38	1.0	34.2
Classics	115	0.5	67	1.4	53	1.5	46.1
Classics (4 years)	79	0.4	54	1.1	34	0.9	43.0
Design	110	0.5	35	0.7	23	0.6	20.9
Economics	1,571	7.1	197	4.1	161	4.4	10.2
Education	164	0.7	54	1.1	37	1.0	22.6
English	719	3.2	230	4.8	182	5.0	25.3
Geography	437	2.0	140	2.9	101	2.8	23.1
History	599	2.7	222	4.7	174	4.8	29.0
History & Modern Languages	94	0.4	44	0.9	31	0.9	33.0
History & Politics	260	1.2	71	1.5	57	1.6	21.9
History of Art	103	0.5	47	1.0	35	1.0	34.0
Human, Social, & Political Sciences	1,259	5.7	228	4.8	174	4.8	13.8
Land Economy	614	2.8	111	2.3	71	2.0	11.6
Law	1,604	7.2	288	6.1	236	6.5	14.7
Linguistics	120	0.5	55	1.2	43	1.2	35.8
Modern & Medieval Languages	218	1.0	152	3.2	117	3.2	53.7
Music	130	0.6	82	1.7	64	1.8	49.2
Philosophy	288	1.3	66	1.4	50	1.4	17.4
Theology, Religion & Philosophy of Religion	128	0.6	61	1.3	41	1.1	32.0
Subtotals	9,393	42.4	2,436	51.2	1,835	50.5	19.5
Sciences							
Chemical Engineering & Biotechnology	421	1.9	76	1.6	66	1.8	15.7
Computer Science	1,863	8.4	168	3.5	141	3.9	7.6
Engineering	2,654	12.0	371	7.8	321	8.8	12.1
Mathematics	1,840	8.3	537	11.3	260	7.2	14.1
Medicine	1,791	8.1	288	6.1	271	7.5	15.1
Medicine Graduate Course	489	2.2	45	0.9	30	0.8	6.1
Natural Sciences	2,529	11.4	650	13.7	569	15.7	22.5
Psychological & Behavioural Sciences	837	3.8	108	2.3	72	2.0	8.6
Veterinary Medicine	336	1.5	81	1.7	67	1.8	19.9
Subtotals	12,760	57.6	2,324	48.8	1,797	49.5	14.1
Totals	22,153	100.0	4,760	100.0	3,632	100.0	16.4

Cambridge by subject

Academic Life

- Tutorials / Supervisions – on a small group basis
 - Lectures
 - Classes
 - Laboratory work and fieldwork
-
- Experienced Tutors
 - Independent learning
 - Provision of world-class resources

College Life

- 29 at Oxford - 25 at Cambridge
- College is primarily where students live

Student rooms

Tutors' studies

Library

Computer Facilities

Dining Hall

Common room

Sports facilities Music facilities

College Students' Union

- Base for the core tutorial teaching
- Most colleges offer places for most subjects

Choosing a College

- Specify a College or make an 'Open' application
- Colleges have more similarities than differences
- Roughly 24% of successful applicants are made offers by a different College to the one that they originally applied
- Factors to consider:
 - Check the college offers your subject
 - Size
 - Style
 - Location
 - Accommodation
 - Specific facilities
- Good for parents/guardians to be involved and get 'buy in'

Table 4.3: UK applications to Oxford, offers made and students admitted by school type and college, three-year total 2022–2024

	STATE			INDEPENDENT			STATE PROPORTION OF TOTAL UK STUDENTS ADMITTED ¹
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	1,413	206	185	498	93	85	68.5%
Brasenose College	1,638	251	220	460	62	54	80.3%
Christ Church	1,229	239	216	562	122	110	66.3%
Corpus Christi College	515	113	98	227	66	66	59.8%
Exeter College	791	173	145	440	91	83	63.6%
Hertford College	1,248	240	213	309	58	59	78.3%
Jesus College	985	191	164	418	88	77	68.0%
Keble College	1,652	222	209	637	97	90	69.9%
Lady Margaret Hall	880	181	158	213	88	88	64.2%
Lincoln College	797	153	130	451	98	98	57.0%
Magdalen College	1,807	190	165	612	103	95	63.5%
Mansfield College	729	191	164	61	11	11	93.7%
Merton College	919	164	137	307	78	79	63.4%
New College	1,228	197	179	756	145	138	56.5%
Oriel College	560	125	109	341	94	84	56.5%
Pembroke College	816	160	133	485	126	106	55.6%
Somerville College	905	229	200	319	77	71	73.8%
St Anne's College	846	225	193	241	68	65	74.8%
St Catherine's College	1,141	247	207	396	114	102	67.0%
St Edmund Hall	693	178	155	363	89	88	63.8%
St Hilda's College	718	207	178	304	108	100	64.0%
St Hugh's College	757	189	145	341	113	106	57.8%
St John's College	1,541	226	191	469	87	80	70.5%
St Peter's College	585	175	159	388	106	98	61.9%
The Queen's College	719	142	127	404	92	87	59.3%
Trinity College	819	135	120	421	89	81	59.7%
University College	908	202	164	283	83	78	67.8%
Wadham College	1,174	242	212	291	88	82	72.1%
Worcester College	2,127	282	262	433	44	44	85.6%
University total (2022–24)*	30,373	5,750	5,008	11,504	2,606	2,432	67.3%

Oxford by college

**Table 2.3 Proportion of Home applications, offers and acceptances to
Cambridge from the maintained sector by College 2024**

This table counts Home applications from UK schools/colleges only.

College	Applications	% Maintained	Offers	% Maintained	Acceptances	% Maintained
Christ's	412	78.2	98	73.5	71	70.4
Churchill	451	82.0	155	71.6	110	69.1
Clare	713	68.6	144	66.0	110	61.8
Corpus Christi	366	72.1	101	75.2	70	71.4
Downing	791	72.9	123	71.5	103	70.9
Emmanuel	630	68.1	132	75.0	118	72.9
Fitzwilliam	422	80.1	141	85.1	108	84.3
Girton	364	72.0	146	74.7	117	69.2
Gorville and Calus	949	73.9	191	75.4	147	72.8
Homerton	440	79.1	171	82.5	139	76.3
Hughes Hall*	40	72.5	16	56.3	10	50.0
Jesus	706	77.9	136	79.4	127	80.3
King's	490	85.9	119	82.4	110	79.1
Lucy Cavendish	327	89.9	119	95.0	87	94.3
Magdalene	269	64.3	88	73.9	69	69.6
Murray Edwards	216	84.3	137	75.2	81	65.4
Newnham	386	79.0	112	70.5	86	70.9
Pembroke	762	73.0	140	70.7	111	68.5
Peterhouse	297	68.0	75	68.0	58	69.0
Queens'	589	67.9	158	72.8	118	69.5
Robinson	305	63.0	118	69.5	87	63.2
St Catharine's	457	76.8	115	78.3	97	76.3
St Edmund's*	27	66.7	13	30.8	8	25.0
St John's	1,039	67.9	169	66.9	131	61.8
Selwyn	627	78.1	129	78.3	96	78.1
Sidney Sussex	341	62.8	102	67.6	84	66.7
Trinity	843	69.6	166	54.2	136	54.4
Trinity Hall	375	74.9	106	73.6	78	67.9
Wolfson*	33	72.7	5	40.0	6	50.0
Totals	13,667	73.7	3,425	73.7	2,673	71.0

Cambridge by college

The Oxbridge Application process – what admissions tutors consider

- Predicted A level grades
- GCSE results
- UCAS personal statement
- UCAS reference
- Written tests (where required)
- Written work (where required)
- Interviews

Oxbridge Personal Statement

- Content: Wider Reading, Wider Reading, Wider Reading
- 80 % – academic
- 20% – all other aspects of student
- Style:
 - Concise
 - Honest
 - Clear
 - Being Academic
 - Thinking about 'Springboards'
- When a student puts something down, they need to 'use' it.

Admissions Tests

- Extra tests for many subjects during October
- Individual Student is responsible for entering
- Will be the hardest tests they've ever done
- Examples online

Admissions Tests

Oxford Admissions Test

- Ancient History and Classical Archaeology Admissions Test (AHCAAT) – 24/10
- Biomedical Sciences Admissions Test (BMSAT) – 21-27/10
- Classics Admissions Test (CAT) – 22-24/10
- History Admissions Test (HAT) – NO HAT
- Mathematics Admissions Test (MAT) – 22-23/10
- Modern Languages Admissions Test (MLAT) – 24/10
- Philosophy Test (PhilAT) – 24/10
- Physics Admissions test for Physics, Engineering and Materials Science (PAT) – 22-23/10
- Thinking Skills Assessment (TSA) – 21-27/10
- LAW – LNAT – open now
- Medicine – UCAT – open now
- <https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/admissions-tests>

Cambridge Admissions Test

- Chemical Engineering and Biotechnology - ESAT
- Engineering - ESAT
- Natural Sciences –ESAT
- Computer Science - TMUA
- Veterinary Medicine – ESAT
- Law – LNAT
- Medicine – UCAT

ESAT – 9 - 10/10

TMUA – 13 - 14/10

- <https://www.undergraduate.study.cam.ac.uk/apply/how/admission-tests>

How to register

Oxford

- Register via the [Oxford Admissions Test Registration portal](#): 18 June – 19 September (6pm BST)
- Registered candidates access a booking link via the portal dashboard, select a test centre and book their test: 18 August – 26 September (6pm BST)
- Tests taken in Pearson VUE test centres: 21 – 27 October

Cambridge

- <https://esat-tmua.ac.uk/>

- All applicants must register from 1st August up until 15th September
- Test date in October
- No charge for Oxford, £75 for Cambridge – Reimbursed

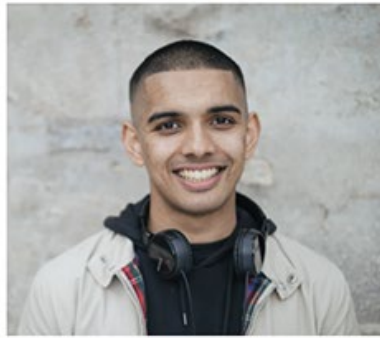
Interviews

- Last between 20-40 minutes normally
- 2-3 tutors can be present
- More than one interview
- May be in person/online
- May have interviews at other Colleges
- Nearly entirely academic in focus
- Students should be prepared
- Designed to see how you think and what you do in certain situations – not necessarily about getting the answer ‘right’
- All Oxbridge students receive interview support and mocks

What are they looking for?



ENTHUSIASM – FOR
YOUR SUBJECT AND
LIFE GENERALLY



POSITIVITY



CURIOSITY



HARD WORKING



DETERMINATION



SELF-MOTIVATION

How do students apply?

- | | |
|---|--------------------------------------|
| • Begins now! | Open days |
| • Admissions Registration | Register from 1 st August |
| • Personal statement | Internal Deadline 30th September |
| • UCAS form sent | 15th October |
| • Admissions Test | Mid-October |
| • Written work | Mid - November |
| • (Written tests at interview for other subjects) | |
| • Interviews | Early - Mid December |
| • Decisions and Offers | Early January |

What do students need to do?

- Work out if it might be right for them
- Think about wider experience
- Think about wider reading
- Maintain focus on grades

How can parents support

- Understand the process and support each stage
- Understand that the journey has lonely times and students need reassurance and confidence
- Help with time management and decision making – work hard, play hard mentality
- Have a good overview of mental health
- Bring realism and sense of perspective – it will be a bumpy ride
- Communicate with college



Medicine/Dentistry/ Vet science Process



Encouraging your son/daughter

- Don't believe the headlines
- It is an exhilarating, academic and practical profession
- Every day is different
- Incredibly challenging
- Incredibly rewarding

Is it right for your son/daughter?

- Only 1 in 10 of applicants are successful
- Good pay but...
- Long antisocial hours
- Treadmill of exams
- Hospitals can be difficult places
- Talking to your son/daughter about different careers

Grades

- Typical A-Level Offer is A*AA – AAA therefore grades matter
- GCSE's also need to be good too – check English and Maths scores
- They need to be getting consistently good grades in all their assessments

Work Experience

- They must have several work experiences
- Ideally one in a clinical setting e.g. hospital, GP surgery, volunteering at Tameside
- One 'regular' placement – hospice, care home, charity shop, pharmacy
- Other experiences are also good e.g. Summer schools etc
- Vets – different settings – large animal, small animal, livestock, abattoir etc
- Dentists – ideally 3 weeks experience and online as well e.g. Discover Dentistry

Things that they should be doing on placement

- Impeccable behaviour, punctuality, attendance
- Asking questions
- Undertaking any task
- Observing the attributes of a doctor, interaction, the tasks they carry out, interventions carried out, importance of multi-disciplinary team
- Keeping a journal!

Virtual Work Experience

- Observe GP: <https://www.rcgp.org.uk/training-exams/discover-general-practice/observe-gp.aspx>
- Virtual Work Experience Platform: <https://bsmsoutreach.thinkific.com/collections>
- Medic Mentor: <https://medicmentor.co.uk/>
- Manchester Outreach Medics <https://www.manchesteroutreachmedics.com/>

Researching universities – choosing a medical school

- Teaching Styles
 - - Traditional, integrated, PBL
- League tables
- Factors to consider – Grades, Interviews, Location, Course structure, Teaching style, electives

Rankings

- <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/medicine?tabletype=full-table>
- <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/dentistry>
- <https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/veterinary-medicine>

Testing

- Will need to sit the UCAT (Medics and Dentists) exam – students book this. Book in June for a September test. Needed for 29 universities
- It is very important to get a decent average

How the UCAT works

UCAT SECTIONS			
SECTION	QUESTIONS	TIMING	SCORING
VERBAL REASONING	44	22 MINUTES	300-900
DECISION MAKING	35	37 MINUTES	300-900
QUANTITATIVE REASONING	36	26 MINUTES	300-900
SITUATIONAL JUDGEMENT	69	26 MINUTES	BAND 1-4

Situational Judgement

Situational Judgement Scoring

Within the Situational Judgement Test, full marks are awarded for a question if your response matches the correct answer and partial marks awarded if your response is close to the correct answer.

Scores for the Situational Judgement Test are expressed in one of four bands, with band 1 being the highest. Alongside your band, you are given an interpretation of your performance:

As the Situational Judgement test is a measure of non-cognitive attributes, it will be considered by universities in a different

Band 1	Those in Band 1 demonstrated an excellent level of performance, showing similar judgement in most cases to the panel of experts.
---------------	--

Band 2	Those in Band 2 demonstrated a good, solid level of performance, showing appropriate judgement frequently, with many responses matching model answers.
---------------	--

Band 3	Those in Band 3 demonstrated a modest level of performance, with appropriate judgement shown for some questions and substantial differences from ideal responses for others.
---------------	--

Band 4	The performance of those in Band 4 was low, with judgement tending to differ substantially from ideal responses in many cases.
---------------	--

Med Schools and cut off scores

- Students need to check which is most appropriate for their score
- UCAT cut-off scores: <https://www.themedicportal.com/application-guide/ucat/ucat-universities/?v=79cba1185463>
- There is no point applying if they don't meet the criteria
- Need to consider their average and your situational judgement (some will not accept Band 3 or 4)
- 2024: Manchester 2750, Band1/2, Liverpool 2620, Keele 2250

Online help

- Entry requirements for each med school <https://www.medschools.ac.uk/media/2032/msc-entry-requirements-for-uk-medical-schools.pdf>
- Gaining experience in the time of Coronavirus <https://www.medschools.ac.uk/media/2636/guidance-on-gaining-relevant-experience-for-studying-medicine-in-the-time-of-covid-19.pdf>
- New website with some good comparison tables <https://www.scrubbed-up.com/ultimate-guide-to-uk-medical-school>
- UCAT tips <https://www.scrubbed-up.com/post/ucat-exam-tips>
- Information on the UCAT <https://www.kaptest.co.uk/ucat/infoUCAT>
- how to register <https://www.ucat.ac.uk/ucat/registration-booking/>
- Applying to Medicine <https://www.medschools.ac.uk/media/2951/entry-requirements-document-2023-entry.pdf>
- Applying to Dentistry <https://www.dentalschoolscouncil.ac.uk/studying-dentistry/making-an-application/>
- Applying to Vet medicine <https://www.vetschoolscouncil.ac.uk/study-and-training/applications/>
- <https://www.bva.co.uk/your-career/becoming-a-vet/>

Lets have a go togther

- <https://www.ucat.ac.uk/prepare/question-tutorials/>
- <https://www.ucat.ac.uk/prepare/preparation-resources/>
- <https://www.ucat.ac.uk/prepare/practice-tests/>

A consultation is taking place between a senior doctor and a patient; a medical student is observing. The senior doctor tells the patient that he requires some blood tests to rule out a terminal disease. The senior doctor is called away urgently, leaving the medical student alone with the patient. The patient tells the student that he is worried he is going to die and asks the student what the blood tests will show.

*How **appropriate** are each of the following responses by the medical student in this situation*

Explain to the patient that he is unable to comment on what the tests will show as he is a medical student

- ☐ A. A very appropriate thing to do
- ☐ B. Appropriate, but not ideal
- ☐ C. Inappropriate, but not awful
- ☐ D. A very inappropriate thing to do

My UCAT Preparation Plan

TOP TIP

Our highest scoring candidates said they spent 25-30 hours preparing for the test and that it's better to build up your preparation by doing just an hour or so each day.

TOP TIP

Get familiar with the 'Flag' and 'Review' functions within the test which can help you manage your time. You can revisit these questions on the review screen.

TOP TIP

Practise using the on-screen calculator built into the Question Banks and Practice Tests, rather than your own handheld calculator, to ensure you are familiar with this.

TOP TIP

You may find it useful to refer to the GMC's [Good Medical Practice](#) to inform your responses in the Situational Judgement test.

+6 weeks to go

Visit the [UCAT website](#) to find out the key information you need to know



Use the [Tour Tutorial](#) to understand the format of the UCAT and learn the functions of the computer-based test



Use the [Question Tutorials](#) to guide you through each subtest and learn strategies on how to approach and answer questions



Use our [FREE question banks](#) to practise hundreds of example questions



4 weeks to go

Check out advice from high scoring candidates on our website



Take [Practice Test A](#) on the UCAT website; these tests closely mimic the test experience and questions are of equivalent standard to the actual test



3 weeks to go

Take the remaining [Practice Tests](#) – step up your practise by sitting the timed versions to improve your speed as you get closer to sitting your test



TOP TIP

Make sure you know where your test centre is (print off a map) and ensure you have the correct ID to take with you; otherwise you will not be permitted to test.

TOP TIP

Brush up your Maths Skills. This will help with the Decision Making and Quantitative Reasoning subtests. Mental arithmetic skills can also save you valuable time.

TOP TIP

Challenge yourself by reading newspapers or articles to improve your speed reading and critical reasoning skills which will help with Verbal Reasoning.

UCAT

UNIVERSITY CLINICAL
APTITUDE TEST

Interviews/MMI

- Interviews can be online or in person or in some cases students will have the option.
- Take place between December and April
- Can be between 5 and 10 stations with a set time limit
- Will be looking at things such as Ability to communicate, Attitude, Motivation to be a doctor, Previous caring experience, Knowledge of what is happening within medicine, ethics, May contain role play scenarios

MMI Video Introduction

- <https://www.youtube.com/watch?v=camDOvuIn7I>

Specific MMI Stations

- Roleplay
- Motivation and commitment to medicine
- Medical ethics
- Insight into the NHS and healthcare
- Communication skills
- Teamwork exercise
- Data interpretation and calculation
- Personal attributes

Sample marking criteria

1	Unsatisfactory	The task is only partially completed despite considerable prompting. The student fails to display the skills and attribute assessed to an adequate level. The answer given appears artificial or behaviour seems inappropriate.
2	Borderline	The task is completed with considerable prompting. The student displays some of the skills and attributes assessed to an adequate level. There is an attempt at a reasoned argument or appropriate behaviour.
3	Satisfactory	The task is completed with some prompting. The student displays all the skills and attributes assessed to an adequate level. There is a reasoned argument, with prompting required to develop it and address all aspects of the topic or most of the behaviour is appropriate to the task.
4	Good	The task is completed with minimal prompting. The student displays all the skills and attributes assessed to a good level. There is a well-reasoned, logical argument that addresses the topic well or demonstrates behaviour that effectively addresses the task.
5	Excellent	The task is completed with minimal prompting. The student displays all the skills and attributes assessed to an excellent level. There is a well-reasoned, logical argument. The student demonstrates extensive knowledge of the subject and the answer appears genuine or demonstrates behaviour that effectively addresses the task and manages the person/s involved well.

Key Points

- Practice practice practice
- Communication is key - students need to get used to talking about themselves and expressing their views.
- Research the medical course, its structure, the type of teaching and assessment, and any additional opportunities it provides
- Follow any medical developments making the news or within dedicated journals (such as the British Medical Journal)
- Re-read personal statement. They may get asked questions about it.

Key Points

- Wear smart, clean clothes. No jeans or ripped clothing - imagine how they would expect a doctor/dentist/vet to dress.
- Need to 'commit' every time and transition well between stations
- Imagine yourself in the scenario
- Think about the process – beginning, middle and end
- Stick to time
- After the interview, reflect on the interview on the journey home, to help prepare for future interviews.

Key Resources

- <https://www.medschools.ac.uk/studying-medicine/interviews/interview-preparation>
- <https://www.themedicportal.com/application-guide/medical-school-interview/medicine-interview-questions/mmi-interview-questions/>
- <https://www.medicmind.co.uk/medicine-ucas-guide/dentistry-interview-questions/>
- <https://www.theukcatpeople.co.uk/application-guide/veterinary-medicine/vet-school-practice-interview-questions>

MMI Practice

MMI 1

- B: You have been house-sitting whilst 'your friend' has been on holiday and you have to explain to them that you broke their favourite ornament. When informed, the other person becomes hysterical and very angry.
- A: you need to get angry and annoyed – this was your favourite ornament!

MMI 2

- A: you are playing the role of a surgeon and (B) are a patient on whom you recently performed a hip replacement. You must inform them that some nerve damage occurred during surgery which means that they may not regain full use of their leg.
- B: You are not happy – you have just lost some use of your leg

MMI 3

- B: Explain to a 5 year old what a vaccination is and what it does in child-like terms.
- A: You are a 5 year old – act very scared

How can parents support

- Understand the process and support each stage
- Understand that the journey has lonely times and students need reassurance and confidence
- Help with time management and decision making – work hard, play hard mentality
- Have a good overview of mental health
- Bring realism and sense of perspective – it will be a bumpy ride
- Communicate with college



Any Questions?

Dr. Damian Windle – dwi@asfc.ac.uk

Head of The XL Academy