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How to run a mock MMI

A comprehensive guide for teachers on how to run a practice multiple-mini interview session for medical school applicants

Olivia Eguiguren Wray
Medical student
University of Exeter

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Introduction

This resource is intended to be a complete guide to running a mock MMI (multiple-mini interview) session. There is no requirement for prior knowledge of the medical school application or interview process. This resource is intended for schools and communities that have a small number of students applying and where mock MMI practice is not already offered by the school or other partner institutions nearby.

The interview is one of the final stages in the medical school application process. Of nearly 40 UK medical schools with an undergraduate medicine course, about 75% of them use multiple-mini interviews, or MMIs (see figure 1). Most medical schools have adopted the MMI approach, as it can be used to assess candidates for multiple essential skills and attributes. It is more reliable and valid than earlier forms of interview¹. It is also felt that the MMI is less susceptible to coaching, giving students from disadvantaged and non-standard backgrounds a fairer chance.

Multiple-mini interviews normally consist of 7–10 different interview stations, each one lasting 3–10 minutes, which an applicant rotates through in a timed circuit. There is a break (also of variable lengths, depending on the university) between each station to allow the applicant to read the instructions for the next station, or to reflect and relax before continuing. Each station aims to test a different personal quality or skill, from empathy to communication to motivation to study medicine.

A mock MMI session can play an important role in preparing a student for interview. The simulation of the MMI, with multiple examiners and time restrictions, will provide an environment in which a student can make mistakes in a manner that allows for reflection and improvement, and reduce stress at the prospect of the 'real' interviews. The following group debrief will allow students to reflect on their performance and the feedback they have received, while helping each other to develop strategies for the 'real' MMI.

This guide contains all the necessary information to run a mock MMI session. This includes: tips for students and interviewers, a step-by-step guide to running a mock MMI and debrief session, practice stations and mark schemes.

Learning objectives

- Teachers develop an understanding of what MMIs are and why they are used in the medical school selection process.
- Teachers feel competent and confident in running a mock MMI assessment.
- Students practise their interview skills through a mock MMI assessment.
- Students reflect on and receive specific feedback on each session.
- Students share tips and advice after the MMI session and reflect as a group on their performance.
- Students increase their confidence for the real MMI.

¹ see Rees, Eliot L., et al. "Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review: BEME Guide No. 37." *Medical Teacher* 38.5 (2016): 443-455.

Medical schools using MMIs in 2019-20

- University of Aberdeen
- Anglia Ruskin University
- Aston University
- University of Birmingham
- Brighton and Sussex Medical School
- University of Bristol
- University of Buckingham
- Cardiff University
- University of Dundee
- University of East Anglia
- University of Edinburgh
- University of Exeter
- Hull York Medical School
- Keele University (and a numeracy assessment)
- King's College London
- Lancaster University
- University of Leeds
- University of Liverpool
- University of Manchester
- Newcastle University
- University of Nottingham
- University of Nottingham (Lincoln pathway)
- Plymouth University
- Queen's University Belfast
- University of Sheffield
- University of St Andrews
- St George's, University of London
- University of Sunderland
- University of Central Lancashire

Medical schools not using MMIs currently

- University of Cambridge
- University of Glasgow
- Imperial College London
- University of Oxford
- Queen Mary, University of London
- University of Southampton
- University College London

Figure 1: The chosen interview method for medical schools for undergraduate entry in 2019-20

Step-by-step guide

Stations and mark sheets

The mock MMI session should contain one station from each of the eight categories provided in this pack. This will create a representative session with stations assessing different skills. For each category, two possible stations are provided. The stations can be found from page 12.

Each station is followed by a mark sheet, specific to that station. This includes a checklist of marking criteria, a global judgement, and space for specific feedback.

The selected stations and corresponding mark schemes should be photocopied. The station sheets will need to be cut in half so that both the student and interviewer have the appropriate information. If running a session for five students with six interviewers, two photocopies of certain stations will be required.

1. Roleplay
2. Motivation and commitment to medicine
3. Medical ethics
4. Insight into the NHS and healthcare
5. Communication skills
6. Teamwork exercise
7. Data interpretation and calculation
8. Personal attributes

Figure 2. The eight categories of station in this pack.

Handouts

The 'Tips for interviewers' (page 9) and 'Tips for students' (pages 10–11) should be distributed to the respective parties to read through before the session. Students should be encouraged to revisit their handout during the debrief session, once their interview is complete.

Timings and timekeeper

Each station should run for four minutes, then three minutes of feedback should be given before the student moves on. The three minutes for feedback is to give the student timely advice that they are able to act on at the following stations. It should be noted that this does not occur at a real MMI, but is used to help students develop their skills effectively in the time allotted.

If possible, a timekeeper should be nominated to mark the beginning and end of each timeslot. If unavailable, this role can be taken by an interviewer using an alarm system (such as on a mobile phone). Since real MMIs typically run rigidly to a schedule, the timekeeper also needs to sound the alarm exactly after four minutes (to end the mock interview) and then after three minutes' feedback (to signal the candidate to move on to the next station). Interviewers also need to keep to this timing.

The complete MMI will last between one hour and one hour 15 minutes, with another 15–30 minutes afterwards for the debrief.

Timetable

An exact timetable for the session can be found in the appendix and provides a clear picture of how to run the mock MMI. This may be provided to interviewers to assist them.

Reasonable adjustments

If a student requires reasonable adjustments, they should inform the medical schools applied to of the changes they require. Please note it may not be possible to provide extra time for students due to the strict time restrictions in an MMI, although most medical schools will make reasonable adjustments, – sometimes running a separate session for applicants with special needs or disabilities. It is advised that the same changes that would be made at the ‘real’ MMI are made in the mock MMI where possible.

Number of interviewers

The number of interviewers required depends on the number of students participating in the mock MMI. It is recommended that the roleplay station has one actor and one interviewer. Where possible, this extra role has been assigned to one of the other interviewers, in order to minimise the numbers required. This is detailed in figure 3.

If you have over 10 students, consider splitting the group and running separate or multiple concurrent sessions.

Room preparation

All stations, except the roleplay station, should be positioned at a desk or table, ideally all in one room, with one chair for the interviewer and one for the candidate. Each station should have pen and paper or a whiteboard available for the student to use. Note that the teamwork exercise may require extra resources – see the pages 33–37 for more information. Water can also be provided (or students encouraged to take a water bottle around with them). It is recommended that the roleplay station takes part in a separate room, with three chairs laid out in a triangle.

If running the session with eight interviewers (where each interviewer assesses only one station) then the station name and number can be printed out and placed on the wall behind to assist students.

Brief and debrief

Each session should begin with a briefing. This will introduce the session to both interviewers and students and ensure everyone is clear on learning objectives, the session process, and feedback expectations.

Once all students have completed all the stations, a group debrief should take place. This allows students to reflect on their performance as a group and develop strategies to improve. See page 7 for more details.

Number of students	Staff requirements			Notes
	Timekeeper	Interviewers	Actor	
1	1	2	-	Interviewers swap stations during break.
2	1	3	-	Interviewers swap stations during break.
3	1	4	1	Interviewers swap stations during break.
4	1	5	-	Interviewers swap stations during break.
5	1	6	1	If there are six interviewers then swap stations during break.
	1	8	1	If there are eight interviewers do not swap stations.
6-8	1	8	1	Interviewers do not swap stations.
9	1	8	1	Interviewers do not swap stations. Add in one rest station for students.
10	1	8	1	Interviewers do not swap stations. Add in two rest stations for students.

Figure 3. The number of staff required, depending on the number of students.

Brief and debrief

Briefing

Each session should start with a clear, concise briefing to students and interviewers. This should introduce the session and its structure, explain the learning objectives and address any questions.

The MMI will last between one hour and one hour and 15 minutes. There are eight stations, each lasting four minutes, followed by three minutes for feedback from the interviewer. The feedback time is there to provide students with prompt feedback which they may act upon in subsequent stations. A real MMI will not include this feedback time. Each station of the MMI focuses on assessing a different skill or attribute. However, all will look at communication skills. The location of the stations within the room should be clearly explained to students.

After all candidates have completed all the stations, there will be a group debrief where students can reflect and discuss their performance and the feedback received.

The suggested learning outcomes of the mock MMI session are as follows:

- To replicate a real medical school MMI, under timed conditions.
- To provide students with an opportunity to practise their interview technique and expose students to stations based around those that may appear in the interviews of medical schools.
- To provide students with meaningful, individualised feedback after each station.
- To provide students with the opportunity to debrief, reflect individually and as a group on the feedback they have received, and consider how they would approach a similar station at the real MMI.

Debrief

At the end of the mock MMI session there should be a group debrief for all participating students. The teacher or person running the session should act as a facilitator, with the conversation being led by students. The debrief should last 15–30 minutes, but this is governed by the students' willingness to participate.

The aims of the debrief are listed below:

- Students should reflect on their performance in the stations, using the feedback they have received.
- Students should discuss their experience of the mock MMI and the individual stations, focusing on sharing tips with one another. (It is important that they discuss all stations, not just those they found the most easy or challenging.)
- Students should reflect on and discuss how they would tackle similar stations at the real MMI.
- The facilitator should, at a relevant point, encourage the students to reread the 'Tips for students' handout and consider how these tips can help them improve their performance.
- Where possible, the facilitator and interviewers should use their own experience of this MMI (and previous sessions) to offer advice to the students.

As realistic as possible

The mock MMI session can play a valuable role in preparing students for interview. Its design should replicate, where possible, the environment of a real MMI, with multiple examiners and exact time restrictions.

However, the simulation must be structured in a way that allows students to experiment with interview techniques, and where mistakes can be used as learning opportunities rather than providing an undue source of stress. The experience should decrease a student's apprehension at the unfamiliar format and increase their confidence on the day of an actual MMI.

Below are suggestions to help make the mock MMI session as realistic as possible:

- Encourage students to dress as they might for an interview.
- Interviewers could be members of staff unfamiliar to the participating students.
- Interviewers may 'play' different roles to encourage students to vary and refine their interview technique, for example smiling, scowling, and looking disinterested.
- Set up the MMI stations (except for the roleplay and teamwork) in the same room – the real MMI may be the same and just as noisy.
- Collaborate with other local schools in order to increase the number of students taking part.
- If there are very few students participating, encourage others to take part; the more students, the noisier the environment, and this will help to reflect the diversity of applicants that students may encounter during their visits to medical schools for MMIs in future. This could include students from neighbouring schools, those in other year groups who are also considering medicine, volunteers, or other available staff members.
- At the discretion of teachers and organisers: consider removing the allocated three minutes' feedback time at the end of each station. This has been included to give the student timely feedback and allow them to put it into action at the next station. However, the real interview will not include this: in this case, add a one-minute break between stations and encourage the interviewers to make brief notes on each student during this interval (for later feedback). The group debrief and reflection at the end of the session should still take place.
- Consider providing students with preparation time before each station begins. This constitutes one minute of silence where the student is allowed to read the student information for the station. Most MMIs will include this, however it has been removed from this mock MMI due to time restrictions and to allow adequate time for feedback.

Tips for students

Well done on getting this far! While it may seem strange and intimidating, a multiple-mini interview (MMI) is an opportunity to show off your skills to a variety of interviewers.

The real MMI

You will usually arrive at the university at the same time as other students, most, or all, of whom you are unlikely to know. You may have to be at the university for half a day, with the MMI typically taking 60–90 minutes. It's a quick progression from one station to another, possibly with reading time in between the stations. The interviewers may come from a wide range of backgrounds and be university lecturers, doctors, medical students or and community volunteers.

Ten tips for MMIs

1. Get into the right headspace on the day; have a good breakfast and try to relax. For example by listening to music or reading a book.
2. Wear smart but comfortable clothes.
3. Prepare for the stations where you can: you don't want a rehearsed script, but a few ideas or key experiences can be very useful.
4. Be prepared to throw yourself into a roleplay station where you need to demonstrate empathy.
5. Taking a breath before responding to a question can give you time to structure your thoughts and provide a good answer.
6. Fidgeting hands can be distracting to the interviewer. If you know you're prone to fidgeting, consider folding or sitting on your hands instead.
7. 'Fake it 'till you make it'. The more confident you act, the more confident you will feel.
8. Consider what the station is likely to be assessing when you read the vignette and try to get this skill across when you're answering.
9. All stations will likely assess your communication skills. This includes an assessment of the frameworks you use to form clear, logical and well-reasoned answers. Non-verbal communication like your tone of voice, eye contact and body posture will also be assessed.
10. Each station is a new start, don't worry if you think the last station went badly. The interviewer in the next room won't know how you've done so far.

- "Why do you want to study medicine?"
- "Why do you want to study medicine at this university?"
- "When have you shown leadership/teamwork/empathy/communication skills?"
- "Tell us about a recent healthcare/science development you have read about in the news."

Figure 4. Questions you can prepare for that are likely to come up in an MMI.

Tips for interviewers

Playing a role

Get into the role of the interviewer. The real interviewers are likely to be a mix of smiley, grumpy, engaged, and (supposedly) disinterested people. Try to replicate this. The better you play the role, the better the student experience.

Station-specific

Each station will be assessing a different skill or personal attribute. As well as the station-specific skills, each station should also evaluate the student's communication skills. This includes non-verbal communication such as eye contact, fidgeting and tone of response. Other things to think about are how the student structures their answers: is there a logical structure, with discernible reasoning, or is the student rambling?

Model answers

No model answers have been provided in the pack. This is deliberate as many stations look for the applicant's own response and do not have a single correct answer. Model answers may compromise the individuality of a student's answer, as they feel compelled to copy the format and phrases, and that is likely to receive a poorer score.

Giving feedback

Unlike the real MMI, at the end of each station there will be three minutes to provide student feedback. This is your chance to alter how they perform in the next station. Remember to focus on positive and constructive feedback. Productive changes are much more useful than negative comments.

As well as giving the student verbal feedback, use the marking sheet to provide overall feedback and a score out of five for overall performance. You could include phrases that the student has used (good or bad), and tips on how to tackle a similar station at the real MMI.

- Ask the student to tell you what they did well.
- Interviewer then feeds back what they think the student did well.
- Interviewer asks the student what they would change or what could be improved.
- Interviewer suggests what could be improve.
- Interviewer illustrates how this could be improved.

Figure 5. A model to give feedback based on Pendleton's rules.²

Tips for giving feedback are detailed on the following page as well as an example of good feedback for role play station A.

- Avoid being judgemental

² See Qureshi, Najum S. "Giving effective feedback in medical education." *The Obstetrician & Gynaecologist* 19.3 (2017): 243-248.

- Focus on actions and specific examples, instead of vague generalisations
- Use open questions, for example, “How do you think that went?”
- Always make suggestions on how to improve

“I think you showed empathy well through your body language and phrases, for example, ‘I’m sorry to have to tell you’, and ‘I know telling your parents is going to be a hard – I want to support you and we could tell them together’. Your empathy came across well and you were very understanding of the actor’s emotions.”

“If you faced a roleplay station again, it is important that you form a plan along with the actor. At this station the actor had to prompt you several times before you did this. Your plan can include a variety of different solutions. For example, telling the actor’s parents for them, taking the camera to a repair shop, saving up the money from your job to buy a new camera or looking online for discounted cameras or camera parts. Before the real MMI, you could look online for practice roleplay stations and focus on the solutions you could come up with.”

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.

Figure 6. Marking criteria for the stations. A score out of 5 should be given for a student’s overall performance.

Stations

Note that these are sample stations used as examples of ones used in MMIs. They have not been piloted.

There are eight categories provided below and each mock MMI session should contain one station from each category:

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

The text sheet for each station is split into halves, one half for the interviewer and one half for the student.

The following page includes a mark sheet specific to that station. There are two copies on each page, for ease of photocopying. Specific feedback should be given alongside a global judgement out of five. The criteria for the global judgement can be seen in figure 6 (page 11).

The timetables (see the Appendix) have been designed to allow the roleplay station to have one actor and one observer/interviewer at all times.

Each station should have pen and paper or a whiteboard for the student to use.

Roleplay A – student version

You borrowed a friend's camera to complete an art project at school. While your friend was out of the room, you dropped the camera on the floor. Now when you turn it on the screen is black. The camera was an expensive birthday present and you know your friend doesn't have the money to replace it, and neither do you.

Explain to your friend what has happened.

Roleplay A – Interviewer/actor version

You must play the role of the camera owner. You lent your friend an expensive camera for their art project at school. While you were out of the room, your friend dropped it. Now it has a black screen when you turn it on. The camera had been an expensive birthday present and neither of you has the money to replace it.

The student must explain to you what has happened.

You should first be angry at them and emphasise that they have let you down. You should worry about telling your family and how they will react.

The student should communicate clearly what had happened, display empathy, and reassure you. Without prompting, they should form a plan (this can be to help you tell your family and how to fix the problem). They should show good communication skills, both verbal and non-verbal.

Roleplay A – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains what has happened and checks that the friend understands.	
Student remains calm even when the friend is angry and hostile.	
Student shows empathy towards the friend and is understanding of the friend's worries and anger.	
Student forms a plan along with the friend about what to do next.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Roleplay A – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains what has happened and checks that the friend understands.	
Student remains calm even when the friend is angry and hostile.	
Student shows empathy towards the friend and is understanding of the friend's worries and anger.	
Student forms a plan along with the friend about what to do next.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Roleplay B – Student version

You are carrying out work experience on a ward at a hospital. The doctor supervising you asks you to let a patient know that their blood sample recently taken was mislabelled, and they will need to have a new sample taken. You are not expected to take a new blood sample.

Explain to the patient what has happened.

Roleplay B – Interviewer/actor version

You must act and play the role of the patient. You recently had a blood sample taken by the doctor to check for anaemia. The blood sample was mislabelled and will have to be taken again. The work experience student is here to inform you of the news.

You should first be angry and upset; inform the student that you have always been scared of needles and have refused to have blood tests taken in the past. This one had been a real struggle. Why can't the sample be relabelled?

The student should communicate clearly what had happened, show empathy, and reassure you. Without prompting, the student should help you to form a plan for your next blood test. They should show good communication skills, both verbal and non-verbal.

Roleplay B – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains what has happened and checks that the patient understands.	
Student remains calm even when the patient is angry and hostile.	
Student shows empathy towards the patient and is understanding of the patient's worries and anger.	
Student forms a plan for the next blood test to try and reduce the patient's anxiety.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Roleplay B – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains what has happened and checks that the patient understands.	
Student remains calm even when the patient is angry and hostile.	
Student shows empathy towards the patient and is understanding of the patient's worries and anger.	
Student forms a plan for the next blood test to try and reduce the patient's anxiety.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Motivation and commitment to medicine A – Student version

This station will assess your motivation to study medicine.

Before starting, please inform the interviewer of one of the medical schools you have applied to. The interview will then begin.

Motivation and commitment to medicine A – Interviewer version

Ask the student the following questions, in order.

1. Why do you want to study medicine?
2. Why do you want to study medicine at _____ University?
3. What aspects of this university attract you other than the medicine course?
4. What parts of the course do you think you will most enjoy?
5. What parts of the course do you think will be most challenging?

The student should give a clear reason for wishing to study medicine. Their answer should be clear to understand, you can use follow-up questions to explore their choice.

Their answer to the second question should show insight into the nature of the course (for example teaching style) at the chosen university.

Their third answer may include the location of the university (city, rural), and extracurricular activities offered (such as sport, arts societies, languages).

The fourth and fifth questions should show insight into the course and the student's self-awareness. Their answers might include early clinical placements or skills teaching, dissection using cadavers, the high academic expectations or the emotional burden.

Motivation and commitment to medicine A – Mark sheet

Skills assessed	Done (✓/x)
Student gives clear, easy to understand answers.	
Student gives answers specific to the university that show insight into the medicine course.	
Student is able to give examples of elements that attract them to the university other than the course.	
Student recognises an aspect of the course that may be challenging and gives solutions for coping.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Motivation and commitment to medicine A – Mark sheet

Skills assessed	Done (✓/x)
Student gives clear, easy to understand answers.	
Student gives answers specific to the university that show insight into the medicine course.	
Student is able to give examples of elements that attract them to the university other than the course.	
Student recognises an aspect of the course that may be challenging and gives solutions for coping.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Motivation and commitment to medicine B – Student version

This station will assess your motivation to study medicine.

Motivation and commitment to medicine B – Interviewer version

Ask the student the following questions, in order.

1. Why do you want to study medicine?
2. What aspects of medicine do you find interesting?
3. What elements of being a doctor appeal to you?
4. What elements of being a doctor do not appeal to you?
5. If you were not offered a place at medical school what would you do?

The student should give a clear reason for wishing to study medicine and what they find interesting within it. You can use follow-up questions to explore their choice.

The third and fourth questions explore their insight into the medical profession. It is expected that the student should give a clear, reasoned answer to both. You can explore the logic behind their answers, and why they think them. Is it from talking to doctors, reading (books or newspapers) or TV? They should also be able to think of solutions to 'fix' the parts that don't appeal to them. The only wrong answer to the fifth question is 'I am confident I will be offered a place'. Once again, explore their answer if there is time.

Motivation and commitment to medicine B – Mark sheet

Skills assessed	Done (✓/x)
Student gives clear, easy to understand answers.	
Student recognises aspects of being a doctor that would appeal or not and explains how they came to these conclusions.	
Student gives solutions for the aspects that do not appeal and reflects on how they may help.	
Student considers what they would do if they did not achieve a place at medical school.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Motivation and commitment to medicine B – Mark sheet

Skills assessed	Done (✓/x)
Student gives clear, easy to understand answers.	
Student recognises aspects of being a doctor that would appeal or not and explains how they came to these conclusions.	
Student gives solutions for the aspects that do not appeal and reflects on how they may help.	
Student considers what they would do if they did not achieve a place at medical school.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Medical ethics A – Student version

You are a doctor working in a liver transplant centre. You have one liver available to transplant, but two patients who have compatible tissue. You must decide which patient should receive the liver.

Note that there is not a correct answer for this dilemma.

Patient A is a 75-year-old retired judge. She requires a transplant due to liver cancer. She has been a lifelong supporter of the hospital and fundraises for many charities. Apart from her cancer, she is fit and well and has no long-term health conditions. Without the transplant she has a life-expectancy of three months.

Patient B is a 22-year-old shop worker. She requires a transplant as, two days ago, she was involved in a car crash with a pedestrian that severely damaged her liver. You know that she was driving the car and the pedestrian involved died. You believe she is fit and well and has no long-term health conditions. The liver transplant will be life-saving.

Explain to the interviewer how you would approach deciding who should receive the liver transplant.

Medical ethics A – Interviewer version

Please read through the scenario provided. There is no correct answer. The student should explain how they would approach decision-making and provide you with appropriate reasoning, weighing up the benefits and disadvantages for each patient. Some questions to prompt them:

- Who do you think should receive the liver?
- Why have you not chosen the other patient?
- Would their ages be relevant?

Medical Ethics A – Mark sheet

Skills assessed	Done (✓/x)
Student weighs up the reasons for giving the liver to each patient.	
Student considers the impact of age (likelihood of longer-lasting benefit for the younger patient).	
Student acknowledges that a doctor would have an impartial role and would not make the decision alone.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Medical Ethics A – Mark sheet

Skills assessed	Done (✓/x)
Student weighs up the reasons for giving the liver to each patient.	
Student considers the impact of age (likelihood of longer-lasting benefit for the younger patient).	
Student acknowledges that a doctor would have an impartial role and would not make the decision alone.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Medical ethics B – Student version

You are a doctor working on a surgical ward. An elderly man on your ward requires a leg amputation below the knee. All the other treatments tried have been ineffective and this is the last option available to him.

The man is confused and is unable to recognise his family. When asked whether he would consent to an amputation he firmly tells you 'No'. You are unsure whether he has the mental capacity to make this decision.

He has two sons and both visit him in hospital. One son agrees with his father: if his father doesn't want an amputation then he should not have one. The other son thinks his father should have the amputation.

Explain to the interviewer how you will approach this situation.

Medical ethics B – Interviewer version

Please read through the scenario provided. The student should explain their approach and provide you with appropriate reasoning. Their answer should include:

- Consideration of the patient's mental capacity to make a decision about amputation.
- If the patient has capacity, then his decision should be respected.
- If the patient does not have capacity, the medical staff will have to make a decision in the patient's best interest.
- This should include talking to the sons and the other staff caring for the patient and allowing them to be part of the decision.
- As a doctor, you would want to consult your colleagues, as well as other hospital staff and members of the patient's care team, in a challenging scenario.
- Important to talk to the family with compassion and understanding; the student may give an example of how they would do this.

Medical ethics B – Mark sheet

Skills assessed	Done (✓/x)
Student states they would assess the patient's mental capacity and ask for help from senior or more experienced staff.	
Student states that if the patient has mental capacity they would respect his decision, even if they consider it unwise.	
If patient does not have capacity, the student explains who should be involved in making the decision and why.	
Student considers the conversations they would have with family and give examples.	
Student shows strong communication skills.	
Comments:	
Global Judgement: /5	

Medical ethics B – Mark sheet

Skills assessed	Done (✓/x)
Student states they would assess the patient's mental capacity and ask for help from senior or more experienced staff.	
Student states that if the patient has mental capacity they would respect his decision, even if they consider it unwise.	
If patient does not have capacity, the student explains who should be involved in making the decision and why.	
Student considers the conversations they would have with family and give examples.	
Student shows strong communication skills.	
Comments:	
Global Judgement: /5	

Insight into the NHS and healthcare A – Student version

What do you consider are the two biggest problems the NHS will face in the next 20 years?

Share your thoughts with the interviewer.

Insight into the NHS and healthcare A – Interviewer version

The student tells you the two biggest problems they think the NHS will face. Possible problems include (but this is not an exhaustive list):

- An ageing population will increase the burden on the NHS, especially those who have more than one medical problem and during the winter flu season.
- An increasing general population with no equivalent increase in hospital beds, doctors, other allied health professionals, the ambulance service etc.
- Climate change increasing exposure to tropical diseases.
- An increasingly overweight and obese population will increase the burden on the NHS, especially with regards to medical conditions related to obesity (type 2 diabetes, cardiovascular disease etc).
- A staff shortage as more staff are leaving to go and work overseas (for instance a loss of doctors to Australia and New Zealand), as well as fewer staff from other countries coming to work in the NHS.
- Poor social care funding means patients are waiting in hospital longer to be discharged to an appropriate place of care even if they have no medical need to still be in hospital.
- Any other reasonable suggestions.

They should provide an explanation for both problems they come up with and clearly demonstrate the reasoning behind their choices. For the remainder of the station you should prompt the student to share their thoughts as to solutions and how to tackle each problem.

Insight into the NHS and healthcare A – Mark sheet

Skills assessed	Done (✓/✗)
Student clearly explains two problems the NHS will face in the next 20 years.	
Student is able to explain why they think these are the two biggest problems.	
Student is able to provide evidence to back up their claims.	
Student expands on each problem and suggests solutions for how to tackle each one.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Insight into the NHS and healthcare A – Mark sheet

Skills assessed	Done (✓/✗)
Student clearly explains two problems the NHS will face in the next 20 years.	
Student is able to explain why they think these are the two biggest problems.	
Student is able to provide evidence to back up their claims.	
Student expands on each problem and suggests solutions for how to tackle each one.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Insight into the NHS and healthcare B – Student version

Share with the interviewer something you have recently seen in the news concerning a development in medicine, why you think it may be valuable, and what impact it could have on healthcare.

This could be an article or publication, a news story or a television documentary.

Assume the interviewer has no knowledge of the development.

Insight into the NHS and healthcare B – Interviewer version

The student should start by telling you a recent medical development that they have heard or read an article about. Ask them to explain the development as if you were a lay-person, i.e. had not seen or heard of it. When they expand on this they should not use jargon (or, at least, explain it) or assume any knowledge.

The student should be able to elaborate on any further research they could do to find out more about the development. For example, how a new drug works in the body, or the impact their development might have on the future of medicine.

Examples of medical developments can be found at the NHS Behind the headlines website.

Insight into the NHS and healthcare B – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains a medical development they have seen or heard about and why it could be important.	
Student is able to explain any terms used and assumes no prior knowledge.	
Student is able to explain what further research they could do after seeing the news article.	
Student considers the impact the development might have on the future of medicine.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Insight into the NHS and healthcare B – Mark sheet

Skills assessed	Done (✓/x)
Student clearly explains a medical development they have seen or heard about and why it could be important.	
Student is able to explain any terms used and assumes no prior knowledge.	
Student is able to explain what further research they could do after seeing the news article.	
Student considers the impact the development might have on the future of medicine.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Communication skills A – Student version

How do you think these healthcare roles may relate to each other when someone has a long-lasting health condition?

Note that there is no correct answer.

- Doctor
- Healthcare assistant
- Nurse
- Pharmacist
- Physiotherapist

How might a patient view these different roles?

Communication skills A – Interviewer version

There is no correct answer to this question. The student should show understanding of the different roles these workers play in patient care.

Follow-up questions can include: How they think a patient might view these roles and why? Would the roles differ in how they deal with a severe accident or emergency? This question assesses the student's reasoning and communication skills.

The student should be able to explain what each of the roles entail: prompt them if they omit one or more.

Communication skills A – Mark sheet

Skills assessed	Done (✓/x)
Student is aware of the role that each of these workers play in the healthcare setting.	
Student describes how the different roles may have specific and complementary contributions in care of someone with a chronic health condition	
Student considers how the patient might see the roles differently.	
Student gives clear, reasoned answers.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Communication skills A – Mark sheet

Skills assessed	Done (✓/x)
Student is aware of the role that each of these workers play in the healthcare setting.	
Student describes how the different roles may have specific and complementary contributions in care of someone with a chronic health condition	
Student considers how the patient might see the roles differently.	
Student gives clear, reasoned answers.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Communication skills B – Student version

For this station you will need to explain the concept of vaccination to the interviewer. You should include the pros and cons of vaccination in your answer. You should assume no prior knowledge.

You will then be asked how you would explain an immunisation injection to a five-year-old child.

Communication skills B – Interviewer version

For this station the student must explain vaccination to you assuming no prior knowledge and using no jargon (or, at least, explaining it). If the student uses jargon, ask them what the word means. The student should give a balanced picture of the pros and cons.

When you feel it is appropriate, ask the student what they would say and do in the following scenario. They are a medical student on placement in a GP surgery. The next patient is a five-year-old child who has been brought by their grandparent for an immunisation injection. The GP asks the medical student to explain to the child what will happen today and why.

The student should consider both verbal and non-verbal communication in this station. They may wish to draw a picture for the child, demonstrate giving an injection on a cuddly toy or get down to the child's eye level. They should change the language they use, for instance, 'stop them from feeling poorly', and consider what the child is likely to experience.

Communication skills B – Mark sheet

Skills assessed	Done (✓/x)
Student explains vaccination clearly.	
Student explains any terms they use in a simple, easy to understand manner.	
Student weighs up the pros and cons of vaccination.	
Student considers how they would approach a five-year-old child and demonstrates changes they would make to their behaviour and speech.	
Student displays communication skills.	
Comments:	
Global Judgement: /5	

Communication skills B – Mark sheet

Skills assessed	Done (✓/x)
Student explains vaccination clearly.	
Student explains any terms they use in a simple, easy to understand manner.	
Student weighs up the pros and cons of vaccination.	
Student considers how they would approach a five-year-old child and demonstrates changes they would make to their behaviour and speech.	
Student displays communication skills.	
Comments:	
Global Judgement: /5	

Teamwork exercise A – Student version

For this station you must explain and guide the interviewer through tying a knot, and then a bow, on the shoe in front of them. You must not use your hands or demonstrate how to tie the laces to help your explanation.

Teamwork exercise A – Interviewer version

Note that this station requires you to place a lace-up shoe on the table with the laces untied.

This station is designed to test the student's communication skills, ability to work in a team and patience. As the interviewer you should follow the student's instructions explicitly. If the instruction allows any room for confusion or error, follow it incorrectly. The student must be able to see you tying the knot.

The student's instructions should improve as the station continues, becoming clearer and more precise. They must also remain calm and not lose patience.

When there is one minute left, ask the student what they think this station demonstrated. What do they think went well? What would they change if they were to do it again?

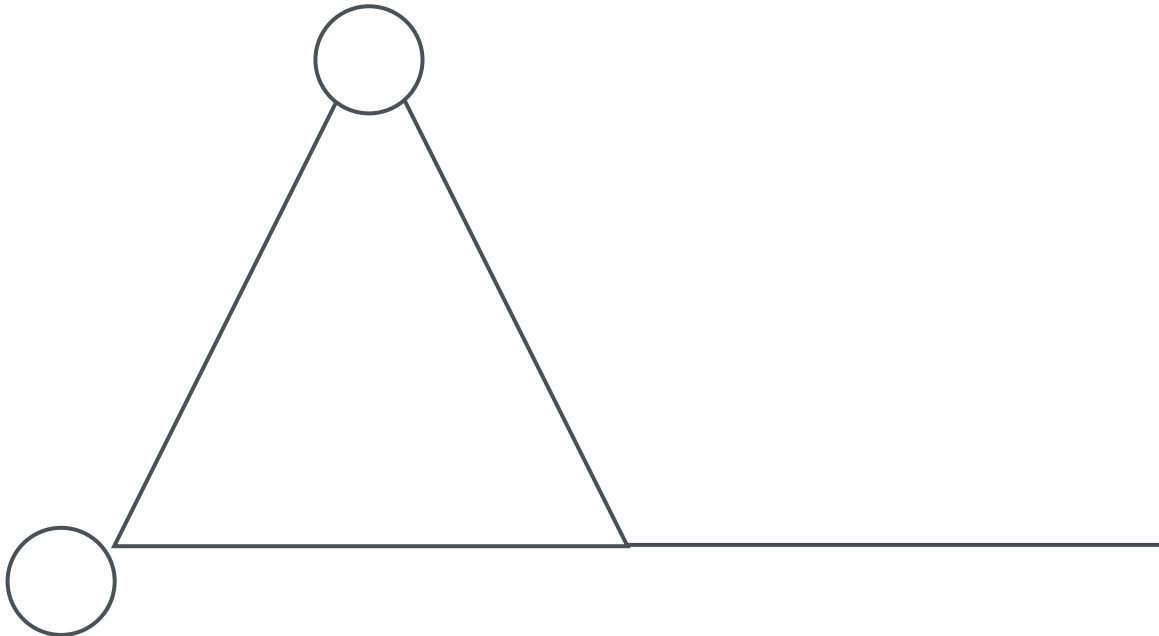
Teamwork exercise A – Mark sheet

Skills assessed	Done (✓/x)
Student remains calm and does not lose patience.	
Student gives clear instructions leading to a knot and bow being made, or modifies their guidance appropriately.	
Student is able to reflect on how the task went (regardless of outcome).	
Student considers how they might change their approach if they were to do the task again.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Teamwork exercise A – Mark sheet

Skills assessed	Done (✓/x)
Student remains calm and does not lose patience.	
Student gives clear instructions leading to a knot and bow being made, or modifies their guidance appropriately.	
Student is able to reflect on how the task went (regardless of outcome).	
Student considers how they might change their approach if they were to do the task again.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Teamwork Exercise B – Student Version



You must instruct the interviewer to draw the diagram above. They cannot see and do not know what the diagram is. Please turn your back to the interviewer.

Teamwork exercise B – Interviewer version

This station is designed to test the student's communication skills, ability to work in a team and patience. Please turn your back to the student before they start to instruct you in what to draw. As the interviewer you should follow the student's instructions to the letter and draw the diagram they describe. If the instruction allows any room for confusion or error, follow it incorrectly. The student should not be able to see your drawing.

The student's instructions should improve as the station continues, becoming clearer and more precise. They must also remain calm and not lose patience.

When there is one minute left, show the student your drawing. What do they think went well? What would they change if they were to do it again? What do they think the station assessed?

Teamwork exercise A – Mark sheet

Skills assessed	Done (✓/x)
Student remains calm and does not lose patience.	
Student gives clear instructions leading to the correct diagram being drawn, or modifies their guidance appropriately	
Student is able to reflect on how the task went (regardless of outcome).	
Student considers how they might change their approach if they were to do the task again.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Teamwork exercise A – Mark sheet

Skills assessed	Done (✓/x)
Student remains calm and does not lose patience.	
Student gives clear instructions leading to the correct diagram being drawn, or modifies their guidance appropriately	
Student is able to reflect on how the task went (regardless of outcome).	
Student considers how they might change their approach if they were to do the task again.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Data interpretation and calculation A – Student version

Part A: A drug is given at a dose of 10mg per kg of body weight. Your patient weighs 50kg. It is given as a solution where 10ml of solution contains 200mg of the drug.

What volume of solution do you need to give?

Part B: This drug is used when a patient has a fast heart rate. It acts on adrenaline receptors. What do you think might happen if too much of the drug is given? Why?

Data interpretation and calculation A – Interviewer version

This station assesses the student's numeracy and scientific reasoning.

The student should be able to talk you through their working out for part A.

- The drug is 10mg/kg and the patient weighs 50kg. Therefore the dose to be given is $10 \times 50 = 500\text{mg}$.
- 10ml of solution contains 200mg. $500\text{mg} \div 200\text{mg} = 2.5$
- Therefore the patient requires $2.5 \times 10\text{ml} = 25\text{ml}$. 25ml of solution must be given.

For Part B the student should explain that if too much of the drug is given, the heart rate might slow to a dangerously low level (which may cause loss of consciousness). As adrenaline is responsible for increasing the heart rate, they should hypothesise that the drug blocks adrenaline receptors to decrease the heart rate.

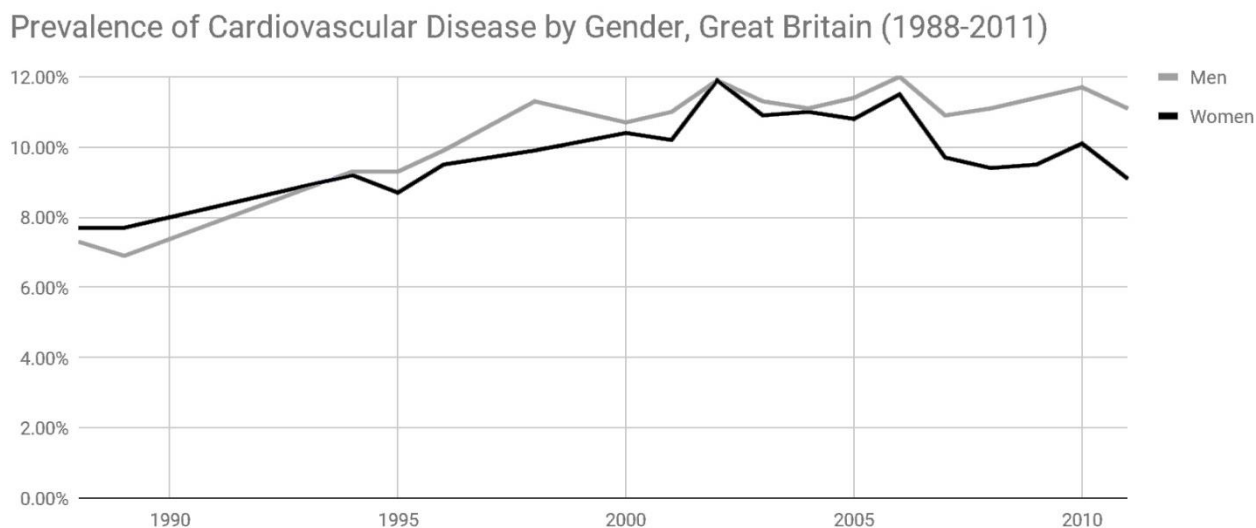
Data interpretation and calculation A – Mark sheet

Skills assessed	Done (✓/✗)
Student completes drug calculation and gets the right answer.	
Student is able to talk the interviewer through their working for the drug calculation.	
Student explains reasoning about what the drug might cause in overdose.	
Student hypothesises a potential mechanism of action for the drug.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Data interpretation and calculation A – Mark sheet

Skills assessed	Done (✓/✗)
Student completes drug calculation and gets the right answer.	
Student is able to talk the interviewer through their working for the drug calculation.	
Student explains reasoning about what the drug might cause in overdose.	
Student hypothesises a potential mechanism of action for the drug.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Data interpretation and calculation B – Student version



Describe the graph to the interviewer. What explanations can you give for the trends you have noticed?

Cardiovascular disease includes all heart and circulatory diseases, namely heart attacks, angina, congenital heart defects, high blood pressure, stroke and vascular dementia.

Source: Heart and circulatory disease statistics 2015, British Heart Foundation.

Data interpretation and calculation B – Interviewer version

Cardiovascular disease includes all heart and circulatory diseases, namely heart attacks, angina, congenital heart disease, high blood pressure, stroke and vascular dementia

This student is expected to describe the graph to you and then hypothesise reasons for the trends they have noticed. They should note (including figures):

- Cardiovascular disease in men and women has increased over this time.
- Cardiovascular disease in men had increased more and is now more common than in women.

They may mention: increasing elderly population, increasing obesity, sedentary lifestyles, worsening western diet.

Data interpretation and calculation B – Mark sheet

Skills assessed	Done (✓/x)
Student describes how the prevalence of cardiovascular disease has changed over time.	
Student uses figures from the graph in their answer.	
Student is able to hypothesise plausible reasons for changes in disease prevalence over time.	
Student gives clear, reasoned answers and avoids the use of jargon.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Data interpretation and calculation B – Mark sheet

Skills assessed	Done (✓/x)
Student describes how the prevalence of cardiovascular disease has changed over time.	
Student uses figures from the graph in their answer.	
Student is able to hypothesise plausible reasons for changes in disease prevalence over time.	
Student gives clear, reasoned answers and avoids the use of jargon.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Personal attributes A – Student version

This station will assess your suitability to study medicine.

Personal attributes A – Interviewer version

Ask the student the following questions, in order:

- Please reflect on a time you failed at something or made a significant mistake, and explain the scenario to me.
- How did this make you feel?
- What have you done since this to improve?
- Why is it important to reflect on failures and mistakes?
- Are failures and mistakes an important part of medicine as a degree and as a career?

This station aims to examine the student's ability to reflect and their motivation for change. The scenario they choose is not to be scrutinised, the reflection following it is. The student is expected to recognise that a failure or significant mistake can be a catalyst for change throughout the degree and subsequent career.

Personal attributes A – Mark sheet

Skills assessed	Done (✓/x)
Student reflects on their experience to a sufficient depth.	
Student has insight to recognise their feelings around the failure or significant mistake.	
Student recognises that reflecting on failure and mistakes can be a catalyst for change and allows one to improve.	
Student gives a clear, reasoned answer around a framework to discuss whether failure and mistakes are an important part of medicine.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Personal attributes A – Mark sheet

Skills assessed	Done (✓/x)
Student reflects on their experience to a sufficient depth.	
Student has insight to recognise their feelings around the failure or significant mistake.	
Student recognises that reflecting on failure and mistakes can be a catalyst for change and allows one to improve.	
Student gives a clear, reasoned answer around a framework to discuss whether failure and mistakes are an important part of medicine.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Personal attributes B – Student version

This station will assess your suitability to study medicine.

Personal attributes B – Interviewer version

Please ask the student the following questions, in order:

- Please reflect upon a time you have worked well in a team and explain the scenario to me.
- How do you think you contributed to good teamwork?
- What did others do well to enable good teamwork?
- What challenges could arise in this situation? How would you overcome these?
- Which is more important, being a good leader or a good team player?

This station aims to examine the student's ability to reflect and work well in a team. The scenario they choose is not to be scrutinised, the reflection following it is. Students are expected to give clear, logical explanations for overcoming challenges.

There is no correct answer to the final question, however students should consider pros and cons to both sides.

Personal attributes B – Mark sheet

Skills assessed	Done (✓/x)
Student reflects on experience to a sufficient depth.	
Student has insight to recognise the qualities in themselves and others that led to good teamwork.	
Student is able to talk about how to overcome challenges in a team.	
Student gives a clear, reasoned answer around a framework for what quality is more important leadership or team player.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Personal attributes B – Mark sheet

Skills assessed	Done (✓/x)
Student reflects on experience to a sufficient depth.	
Student has insight to recognise the qualities in themselves and others that led to good teamwork.	
Student is able to talk about how to overcome challenges in a team.	
Student gives a clear, reasoned answer around a framework for what quality is more important leadership or team player.	
Student displays strong communication skills.	
Comments:	
Global Judgement: /5	

Appendix – Session timetables

One student (one timekeeper and two interviewers)

Interviewer A	Interviewer B
Roleplay student 1	To help interviewer A with roleplay
	Motivation and commitment to medicine student 1
Medical ethics student 1	
	Insight into NHS and healthcare student 1
Communication skills Student 1	
	Teamwork exercise student 1
Data interpretation and calculation student 1	
	Personal attributes student 1

Two students (one timekeeper and three interviewers)

Interviewer A	Interviewer B	Interviewer C
Roleplay student 1	Personal attributes student 2	To help interviewer A with roleplay
Roleplay student 2	Motivation and commitment to medicine student 1	To help interviewer A with roleplay
	Motivation and commitment to medicine student 2	Medical ethics student 1
Insight into NHS and healthcare student 1		Medical ethics student 2
Insight into NHS and healthcare student 2	Communication skills student 1	
	Communication skills student 2	Teamwork exercise student 1
Data interpretation and calculation student 1		Teamwork exercise student 2
Data interpretation and calculation student 2	Personal attributes student 1	

Three students (one timekeeper, four interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D
Roleplay student 1		Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1		Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1	
	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1
Communication skills student 1		Medical ethics student 3	Insight into NHS and healthcare student 2
Communication skills student 2	Teamwork exercise student 1		Insight into NHS and healthcare student 3
Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	
	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1

Four students (one timekeeper and five interviewers)

Interviewer A	Interviewer B	Interviewer C	Interviewer D	Interviewer E
Roleplay student 1	Data interpretation and calculation student 4	Personal attributes student 3		To help interviewer A with roleplay
Roleplay student 2	Motivation and commitment to medicine student 1	Personal attributes student 4		To help interviewer A with roleplay
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1		To help interviewer A with roleplay
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1	To help interviewer A with roleplay
	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1
Teamwork exercise student 1		Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2
Teamwork exercise student 2	Data interpretation and calculation student 1		Insight into NHS and healthcare student 4	Communication skills student 3
Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1		Communication skills student 4
Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2		

Five students (one timekeeper, six interviewers and one actor) Two photocopies of some stations required

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F
Roleplay student 1		Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1		Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1		Data interpretation and calculation student 5	Personal attributes student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1		Personal attributes student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1	
	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1
Data interpretation and calculation student 1		Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2
Data interpretation and calculation student 2	Personal attributes student 1		Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3

Five students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F	Interviewer G	Interviewer H
Roleplay student 1				Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1				Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1				Data interpretation and calculation student 5	Personal attributes student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1				Personal attributes student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1			
	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1		
		Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	
			Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1

Six students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F	Interviewer G	Interviewer H
Roleplay student 1			Insight into NHS and healthcare student 6	Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1			Communication skills student 6	Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1			Teamwork exercise student 6	Data interpretation and calculation student 5	Personal attributes student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1			Data interpretation and calculation student 6	Personal attributes student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1			Personal attributes student 6
Roleplay student 6	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1		
	Motivation and commitment to medicine student 6	Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	
		Medical ethics student 6	Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1

Seven students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F	Interviewer G	Interviewer H
Roleplay student 1		Medical ethics student 7	Insight into NHS and healthcare student 6	Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1		Insight into NHS and healthcare student 7	Communication skills student 6	Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1		Communication skills student 7	Teamwork exercise student 6	Data interpretation and calculation student 5	Personal attributes student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1		Teamwork exercise student 7	Data interpretation and calculation student 6	Personal attributes student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1		Data interpretation and calculation student 7	Personal attributes student 6
Roleplay student 6	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1		Personal attributes student 7
Roleplay student 7	Motivation and commitment to medicine student 6	Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	
	Motivation and commitment to medicine student 7	Medical ethics student 6	Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1

Eight students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F	Interviewer G	Interviewer H
Roleplay student 1	Motivation and commitment to medicine student 8	Medical ethics student 7	Insight into NHS and healthcare student 6	Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2
Roleplay student 2	Motivation and commitment to medicine student 1	Medical ethics student 8	Insight into NHS and healthcare student 7	Communication skills student 6	Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1	Insight into NHS and healthcare student 8	Communication skills student 7	Teamwork exercise student 6	Data interpretation and calculation student 5	Personal attributes student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1	Communication skills student 8	Teamwork exercise student 7	Data interpretation and calculation student 6	Personal attributes student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1	Teamwork exercise student 8	Data interpretation and calculation student 7	Personal attributes student 6
Roleplay student 6	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1	Data interpretation and calculation student 8	Personal attributes student 7
Roleplay student 7	Motivation and commitment to medicine student 6	Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	Personal attributes student 8
Roleplay student 8	Motivation and commitment to medicine student 7	Medical ethics student 6	Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1

Nine students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Interviewer E	Interviewer F	Interviewer G	Interviewer H	Rest station
Roleplay student 1	Motivation and commitment to medicine student 9	Medical ethics student 8	Insight into NHS and healthcare student 7	Communication skills student 6	Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3	Rest student 2
Roleplay student 2	Motivation and commitment to medicine student 1	Medical ethics student 9	Insight into NHS and healthcare student 8	Communication skills student 7	Teamwork exercise student 6	Data interpretation and calculation student 5	Personal attributes student 4	Rest student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1	Insight into NHS and healthcare student 9	Communication skills student 8	Teamwork exercise student 7	Data interpretation and calculation student 6	Personal attributes student 5	Rest student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1	Communication skills student 9	Teamwork exercise student 8	Data interpretation and calculation student 7	Personal attributes student 6	Rest student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Communication skills student 1	Teamwork exercise student 9	Data interpretation and calculation student 8	Personal attributes student 7	Rest student 6
Roleplay student 6	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Communication skills student 2	Teamwork exercise student 1	Data interpretation and calculation student 9	Personal attributes student 8	Rest student 7
Roleplay student 7	Motivation and commitment to medicine student 6	Medical ethics student 5	Insight into NHS and healthcare student 4	Communication skills student 3	Teamwork exercise student 2	Data interpretation and calculation student 1	Personal attributes student 9	Rest student 8
Roleplay student 8	Motivation and commitment to medicine student 7	Medical ethics student 6	Insight into NHS and healthcare student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1	Rest student 9
Roleplay student 9	Motivation and commitment to medicine student 8	Medical ethics student 7	Insight into NHS and healthcare student 6	Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2	Rest student 1

Ten students (one timekeeper, eight interviewers and one actor)

Interviewer A and actor	Interviewer B	Interviewer C	Interviewer D	Rest Station	Interviewer E	Interviewer F	Interviewer G	Interviewer H	Rest station
Roleplay student 1	Motivation and commitment to medicine student 10	Medical ethics student 9	Insight into NHS and healthcare student 8	Rest student 7	Communication skills student 6	Teamwork exercise student 5	Data interpretation and calculation student 4	Personal attributes student 3	Rest student 2
Roleplay student 2	Motivation and commitment to medicine student 1	Medical ethics student 10	Insight into NHS and healthcare student 9	Rest student 8	Communication skills student 7	Teamwork exercise student 6	Data interpretation and calculation student 5	Personal attributes student 4	Rest student 3
Roleplay student 3	Motivation and commitment to medicine student 2	Medical ethics student 1	Insight into NHS and healthcare student 10	Rest student 9	Communication skills student 8	Teamwork exercise student 7	Data interpretation and calculation student 6	Personal attributes student 5	Rest student 4
Roleplay student 4	Motivation and commitment to medicine student 3	Medical ethics student 2	Insight into NHS and healthcare student 1	Rest student 10	Communication skills student 9	Teamwork exercise student 8	Data interpretation and calculation student 7	Personal attributes student 6	Rest student 5
Roleplay student 5	Motivation and commitment to medicine student 4	Medical ethics student 3	Insight into NHS and healthcare student 2	Rest student 1	Communication skills student 10	Teamwork exercise student 9	Data interpretation and calculation Student 8	Personal attributes student 7	Rest student 6
Roleplay student 6	Motivation and commitment to medicine student 5	Medical ethics student 4	Insight into NHS and healthcare student 3	Rest student 2	Communication skills student 1	Teamwork exercise student 10	Data interpretation and calculation student 9	Personal attributes student 8	Rest student 7
Roleplay student 7	Motivation and commitment to medicine student 6	Medical ethics student 5	Insight into NHS and healthcare student 4	Rest student 3	Communication skills student 2	Teamwork exercise student 1	Data interpretation and calculation Student 10	Personal attributes Student 9	Rest Student 8
Roleplay Student 8	Motivation and commitment to medicine Student 7	Medical ethics Student 6	Insight into NHS and healthcare Student 5	Rest Student 4	Communication skills Student 3	Teamwork exercise Student 2	Data interpretation and calculation student 1	Personal attributes student 10	Rest student 9
Roleplay student 9	Motivation and commitment to medicine student 8	Medical ethics student 7	Insight into NHS and healthcare student 6	Rest student 5	Communication skills student 4	Teamwork exercise student 3	Data interpretation and calculation student 2	Personal attributes student 1	Rest student 10
Roleplay student 10	Motivation and commitment to medicine student 9	Medical ethics student 8	Insight into NHS and healthcare student 7	Rest student 6	Communication skills student 5	Teamwork exercise student 4	Data interpretation and calculation student 3	Personal attributes student 2	Rest student 1

