Mock MMI Interviewer Guide (staff only)

MedicHut for Schools - free toolkit, medichut.com/schools

Staff only. Do not show students. Each assessor needs only the pages for their own station. Score what you observe, not medical knowledge.

STAFF ONLY: Interviewer, Station 1

Motivation for medicine or dentistry

This station explores how the student reflects on healthcare. Accept examples from being a patient, caring, volunteering or reliable reading when placements were not accessible. You do not need medical knowledge to assess it. Listen for specific, real examples rather than general statements about wanting to help people.

Follow-ups

- What did the staff do that you would want to copy?
- What would you do differently?
- What do you think the hardest part of that job is?

Observe these strengths

- Gives a specific example and explains what it taught them; do not reward access to prestigious placements
- Describes a particular patient encounter, task or interaction they actually observed
- Discusses both the positive and the difficult sides of the job honestly
- Reflects on what the experience taught them and how it shaped their decision
- Shows a realistic understanding of everyday work in healthcare, including stress and practical limits

Common gaps

- Only says they want to help people, with no real example
- Only talks about the good parts of the job
- Repeats a claim without explaining what they learned from it

Feedback to give the student

- If the answer was vague, ask them to name one specific moment they observed and build the answer around it.
- If they only gave positives, praise the honesty of the station and ask them to name one difficult thing they saw.

STAFF ONLY: Interviewer, Station 2

Ethics: fairness in a school project

This is a fictional school decision, not a clinical or legal problem. Listen for how the student balances need, reach and fairness. There is no single preferred project: assess their reasoning and what information they would seek before deciding.

Follow-ups

- What information would you need before choosing?
- How would you explain the decision to the group that did not receive funding?
- What could make you change your view?

Observe these strengths

- Explains why each group deserves consideration
- Considers need as well as the number of people helped
- Checks missing information and avoids assumptions
- Explains how to decide fairly and accepts that neither option helps everyone

Common gaps

- Chooses immediately without explaining why
- Assumes the larger group must always win
- Ignores the impact on the unsuccessful group

Feedback to give the student

- Ask the student to name one benefit and one limitation of each option before choosing.
- Ask them to explain what further information would change their decision.

STAFF ONLY: Interviewer, Station 3

Clear communication

Close your eyes and turn away at the start. Follow the student's instructions literally and note every step they skip or leave ambiguous, such as not saying to fill the kettle first. This station tests clear, structured communication and how the student responds when their explanation fails. After two or three minutes, tell them one or two things you would have done wrong and see how they respond.

Follow-ups

- What would you do differently if you explained it again?
- Why does this matter when a doctor explains treatment to a patient?
- How would you change your explanation for a child, someone who is hard of hearing, or someone whose first language is not English?
- How could you check someone has really understood, rather than just asking if they understood?

Observe these strengths

- Gives the steps in order without assuming the listener knows what to do
- Checks understanding rather than just talking
- Accepts that the instructions were unclear and explains them better on a second try
- Explains why clear instructions matter for patients without being asked
- Suggests sensible ways to adapt the explanation for different people and to check understanding, such as asking the listener to repeat the steps back

Common gaps

- Skips obvious steps and assumes the listener knows them
- Becomes upset or argues when the instructions are unclear
- Cannot say why clear explanation matters in healthcare

Feedback to give the student

- If steps were missing, ask them to list the steps on paper first, then say them aloud.
- If they struggled with the failure, reassure them: use the second attempt to practise responding calmly to feedback.

STAFF ONLY: Interviewer, Station 4

NHS awareness

This station tests whether the student follows health news and can discuss it in a balanced way. You do not need to know health policy yourself. Listen for whether they can name real, current challenges and discuss more than one side of the issue.

Follow-ups

- Who would disagree with your solution, and why?
- What would your solution cost, and who pays?

Observe these strengths

- Names specific, current challenges such as waiting lists, workforce shortages, funding pressure or health inequalities
- Shows they follow health news, with at least one concrete example
- Discusses more than one side before giving a view
- Gives a clear, justified opinion rather than sitting on the fence
- Understands there are no easy answers and says why

Common gaps

- Cannot name a single current NHS challenge
- Repeats a headline with no understanding behind it
- Gives a one-sided answer and cannot see the other view

Feedback to give the student

- If they had no examples, set homework: read one health story a week and be ready to explain why it matters to patients.
- If the answer was one-sided, ask them to argue the opposite view for one minute.

STAFF ONLY: Interviewer, Station 5

Teamwork and reflection

This station tests honest reflection. Many students try to disguise a success story as a failure. A strong answer admits a real failure, takes personal responsibility and shows a specific change afterwards.

Follow-ups

- What would you say to a teammate you thought was not pulling their weight?
- How did you know your change worked?

Observe these strengths

- Chooses a real failure rather than a disguised success story
- Takes responsibility for their own part instead of blaming others
- Explains what went wrong, such as communication, planning, roles or resources
- Describes a specific change they made afterwards and whether it helped
- Would speak to a struggling teammate directly, privately and supportively

Common gaps

- The failure turns out to be a success in disguise
- Blames the rest of the team
- Cannot say what they personally changed

Feedback to give the student

- If the story was a disguised success, ask for a different example that lets them discuss a genuine difficulty.
- If they blamed others, ask what they themselves could have done earlier to change the outcome.

STAFF ONLY: Interviewer, Station 6

Role-play: a difficult conversation

Ideally a second person plays Sam, following the actor brief. If you only have one interviewer, they can play Sam and score at the same time. It tests empathy, honesty and the ability to have a difficult conversation without aggression or avoidance. With a separate actor, the interviewer watches and scores; the actor does not score.

Observe these strengths

- Starts calmly and checks the facts before raising the concern
- Shows empathy for Sam's situation without excusing the plagiarism
- Makes it clear the work cannot be submitted as it stands
- Encourages Sam to tell the tutor themselves and to redo the work
- Keeps tone and body language respectful and does not dominate the conversation

Common gaps

- Lectures or threatens Sam from the start
- Avoids the issue and never clearly says the work cannot be submitted
- Offers to cover it up or fix it quietly without telling anyone

Feedback to give the student

- If they were too soft, point out the moment they should have clearly said the work cannot be submitted.
- If they were too harsh, ask them to replay the first 30 seconds starting with a question instead of an accusation.

STAFF ONLY: Interviewer, Station 7

Interpreting information

These are invented teaching figures, not research findings. 40 out of 80 students (50%) knew where to get support in September. In October, 72 out of 120 (60%) knew. Listen for a clear explanation and caution about different respondents. Do not turn mental arithmetic into a pass or fail test; let a student describe the comparison in words.

Follow-ups

- Why might comparing only 40 with 72 be misleading?
- Can we say the school campaign caused the change?
- What would you check before recommending a next step?

Observe these strengths

- Compares percentages as well as the number of students
- Explains that different students may have answered each month
- Does not claim the campaign caused the change
- Suggests checking participation and how the question was asked

Common gaps

- Compares 40 with 72 without noticing that more students answered in October
- Claims all students improved based on these responses
- Says the campaign caused the change without evidence

Feedback to give the student

- Practise explaining why 40 out of 80 is 50%, and 72 out of 120 is 60%.
- End with one limitation and one sensible next question.

STAFF ONLY: Interviewer, Station 8

Planning and prioritising

Listen for how the student decides what to do first and explains their plan. They should check the room, share tasks, update the organiser and make a backup plan. This is a made-up school event. No medical knowledge is needed.

Follow-ups

- Which jobs could you give to someone else, and who would you ask?
- What would you tell the invited students?
- How would you decide whether to shorten or rearrange the event?

Observe these strengths

- Checks the essentials before less urgent tasks
- Shares work clearly rather than trying to do everything alone
- Communicates changes honestly and promptly
- Suggests a realistic backup plan and reflects afterwards

Common gaps

- Lists tasks without putting them in order
- Promises everything will work without checking
- Keeps others uninformed or blames the missing volunteer

Feedback to give the student

- State your first priority and explain why it comes first.
- Name who you would contact, what you would ask and when you would update students.