Running a Mock MMI at Your School: Teacher Guide

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

Run a practice interview for up to eight medicine or dentistry applicants. Students visit eight stations in 90 minutes. Choose whether they get feedback after each answer or go round again for feedback. Use the student question cards at the stations. Keep interviewer and role-play instructions separate.

What is an MMI?

MMI means Multiple Mini Interview. A student visits several short interview stations instead of having one long interview. A station is a room or desk where they answer a question or do a task. Each has a different interviewer.

This practice session has eight stations. Universities use different formats and timings. Check the university's official admissions page for its own rules. Our university question banks link to these pages.

What is this practice for?

Students practise explaining their ideas, listening, making fair decisions and talking about why they want to study medicine or dentistry.

The same eight stations work for both subjects. They use school situations and general healthcare questions. Interviewers do not need medical knowledge. These are MedicHut practice questions, not past university questions.

What should interviewers look for?

Use these points to guide feedback. They are not university marking rules.

- Clear answers: can you follow what the student is saying?
- Listening: do they pay attention and respond to the other person?
- Kindness and respect: do they consider how other people feel?
- Reasoning: do they explain why, rather than just give an opinion?
- Reflection: can they explain what they learned and what they would change?
- Motivation: can they explain their choice of medicine or dentistry using their experience or reading?

Prepare rooms and staff

Set out eight tables in a loop around the room, with interviewers sitting against the wall and students on the inside of the circuit.

Put one chair on each side of every table: one for the interviewer, one for the student.

Station 6 is the role-play. Put a second table next to the interviewer's table. If you have a separate person to play Sam, add a second chair so the interviewer and Sam sit side by side. If you only have one interviewer, they can play Sam and score as well.

Put a large number from 1 to 8 on every table so no one skips a station or goes to the wrong one. Arrange them in order around the loop.

Place Station 8 right next to Station 1 so students can move straight from 8 back to 1.

Put the matching student question card face down at each station.

You need eight interviewers and one person to run the timer. A separate person to play Sam at Station 6 is optional. They can be a staff member or a suitable sixth-form volunteer. Without one, the interviewer plays Sam and scores.

Give each interviewer the guide for their station and the blank feedback sheets. Ask them to read the questions and feedback guidance before students arrive.

Explain the session to students

Tell students which option you are using, how long each part lasts and where they start. Explain when to read, answer and move. You can use the slides provided.

Tell them not to carry answer notes between stations. Reassure them that this is practice. It is fine to pause, think or ask for help to restart an answer.

Show students where to go

Give students letters A to H and use the station order table. Student A starts at Station 1, B at Station 2, and so on. When the bell rings, everyone moves to the next numbered station. After Station 8, go back to Station 1.

Interviewers stay where they are. With fewer than eight students, some stations will be empty during each round. Keep all eight interviewers in place. For Option 1, students follow the same order again for feedback.

Keep to the timings

Choose one of the two timetables above. Use one bell or timer for everyone. Reading and moving are already included in each station's time.

If a student finishes early, ask one of the extra questions listed for that station. Do not add extra questions to the Sam role-play. End each station on time so everyone can move together.

Allow more time if a student needs extra reading time, a break or longer to move between rooms. Do not remove their support to fit the 90-minute plan.

Give ratings without medical knowledge

Read the station guide. It explains what to listen for and what students may miss. Rate the answer you heard, not how confident the student seemed or how much medical knowledge they have.

Use the rating descriptions on the feedback sheet. If a skill was not tested or you could not see it, tick Not observed. Do not give a low rating for something you could not assess.

The ratings help students improve. Do not add them up to rank students or predict university offers.

Give useful feedback

Say what the student did well, what they could change and how to practise it. Give an example from their answer. Avoid vague comments such as be more confident.

For example: Your steps were easy to follow. Next time, pause and ask me to repeat the steps back so you can check I understood.

Help a student who becomes distressed

If a student is upset or cannot continue, stop their station. Remind them this is only practice. Offer a break, a chance to watch, another try later or the option to stop for the day.

Follow your school's usual student-support procedures if you are worried about them.

Ask about accessibility and support

Ask students privately before the day what support they need. This might include larger-print questions, a quieter room, extra reading time or breaks.

Agree the plan in advance. Do not make students explain their needs in front of the group. Eye contact is not a requirement for every student. At Station 3, the interviewer turns away, so do not rate eye contact or other visual signals.

Common mistakes to avoid

- Starting without explaining the plan to staff and students.
- Letting one station run late, so students cannot move together.
- Interrupting answers to give feedback.
- Testing medical knowledge instead of how students explain their ideas.
- Giving praise or criticism without an example or a clear next step.
- Treating practice ratings as university marks.

Choose a format

Answer all eight stations, then go round again for feedback

90 minutes for up to eight students. Students visit all eight stations to answer the questions. They then visit the same stations again to hear feedback. Interviewers write notes during each answer and give the student their sheet during the second round.

- First 5 minutes: explain the plan to students and send each to their starting station. Explain the plan to staff before students arrive.
- Next 40 minutes: students answer at all eight stations. Each station has 30 seconds to read, 4 minutes to answer and 30 seconds to move on.
- Next 40 minutes: students go round the same stations again. At each one, allow 4 minutes 30 seconds for feedback and 30 seconds to move on. Give the student their feedback sheet.
- Last 5 minutes: students read their feedback and choose one thing to practise next.

Answer and get feedback before moving to the next station

90 minutes for up to eight students. Students visit each station once. They answer the question, hear feedback and collect their sheet before moving on. Use the same stations and staff as Option 1.

- First 5 minutes: explain the plan and send each student to their starting station.
- Next 80 minutes: students spend 10 minutes at each of the eight stations. Allow 30 seconds to read, 4 minutes to answer, 4 minutes 30 seconds for feedback and 1 minute to move on.
- Last 5 minutes: students read their feedback and choose one thing to practise next.

Staff and setup

- Set out eight tables in a loop around the room, with interviewers sitting against the wall and students on the inside of the circuit.
- Put one chair on each side of every table: one for the interviewer, one for the student.
- Station 6 is the role-play. Put a second table next to the interviewer's table. If you have a separate person to play Sam, add a second chair so the interviewer and Sam sit side by side. If you only have one interviewer, they can play Sam and score as well.
- Put a large number from 1 to 8 on every table so no one skips a station or goes to the wrong one. Arrange them in order around the loop.
- Place Station 8 right next to Station 1 so students can move straight from 8 back to 1.
- Put one interviewer at each station and one person to run the timer. Add one person to play Sam at Station 6 if you have them.
- Run the session with up to eight students. Each starts at a different station.
- Print eight station feedback sheets and one overall feedback form for each student.
- Give students letters A to H. Student A starts at Station 1, B at Station 2, and so on. Print the table so they can check where to go next.

Where each student goes next

Each row shows one student's station order. Start at the first number. Move to the next number on the bell. After Station 8, go back to Station 1.

Station order: repeat for feedback if you choose Option 1

Candidate A: Station 1 > Station 2 > Station 3 > Station 4 > Station 5 > Station 6 > Station 7 > Station 8

Candidate B: Station 2 > Station 3 > Station 4 > Station 5 > Station 6 > Station 7 > Station 8 > Station 1

Candidate C: Station 3 > Station 4 > Station 5 > Station 6 > Station 7 > Station 8 > Station 1 > Station 2

Candidate D: Station 4 > Station 5 > Station 6 > Station 7 > Station 8 > Station 1 > Station 2 > Station 3

Candidate E: Station 5 > Station 6 > Station 7 > Station 8 > Station 1 > Station 2 > Station 3 > Station 4

Candidate F: Station 6 > Station 7 > Station 8 > Station 1 > Station 2 > Station 3 > Station 4 > Station 5

Candidate G: Station 7 > Station 8 > Station 1 > Station 2 > Station 3 > Station 4 > Station 5 > Station 6

Candidate H: Station 8 > Station 1 > Station 2 > Station 3 > Station 4 > Station 5 > Station 6 > Station 7

If your group or staffing is different

- More students than staffed interview stations? Add rest stations between the interview stations. A rest station is a chair or quiet space where a student waits for one round. It needs no interviewer. Everyone moves on the same bell.
- For example, with eight interview stations and ten students, add two rest stations. Each student visits all eight interview stations and both rest stations. Allow extra time for the rest rounds. The 90-minute timetable and table above are for eight students without rest stations, so write out a new station order for the larger group.
- Rest stations do not replace any of the eight interview stations. If you cannot staff all eight, run smaller groups and cover the remaining questions in a later session, or arrange more help.
- You can also run another session, or set up a second set of eight stations with its own staff.
- Fewer than eight students? Keep an interviewer at all eight stations. Some will wait while their station is empty.
- Ask students about any support they need before the day. Allow more than 90 minutes if they need extra reading time, breaks or time to move between rooms.
- Keep the stations close together. Check how long it takes to move between them before the session.