

Mock MMI Station Pack: 6 Practice Stations

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

Six complete practice stations: motivation, ethics, communication, NHS awareness, teamwork and a role-play. Each station has a candidate card to print and place at the station, and an assessor sheet with what to listen for. These are original MedicHut practice stations, not past university interview questions.

Candidate cards follow on separate pages. Print only CANDIDATE CARD pages for students. Assessor and actor pages are confidential. Station 2 needs qualified review before delivery; use the quick format while review is pending.

CANDIDATE CARD: Station 1

Motivation for medicine

Question and discussion - 1 minute reading, 6 minutes with the assessor

Tell me about a time you saw healthcare being delivered, in a hospital, GP surgery, care home or as a patient.

What did you see that made you want to do this job, and what did you see that worried you?

CONFIDENTIAL: Assessor 1

Motivation for medicine

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 day-to-day clinical work, including stress and practical limits

Common gaps

- Only says they want to help people, with no real example
- Describes an idealised version of medicine with no downsides
- Repeats a claim without explaining what they learned from it

Feedback after the circuit

- 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.

CANDIDATE CARD: Station 2

Medical ethics

Scenario discussion - 1 minute reading, 6 minutes with the assessor

A 15-year-old comes to a sexual health clinic on her own and asks for contraception. She is clear about what she is asking for and understands how it works. She asks you not to tell her parents. Her partner is 16.

How should the clinician approach this? What matters most in the decision?

CONFIDENTIAL: Assessor 2

Medical ethics

Clinical and legal teaching guidance needs qualified professional sign-off before this station is delivered. It has not been professionally reviewed. Do not use these indicators as clinical advice or a legal answer key.

- <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/0-18-years>

This station tests balanced ethical reasoning, not knowledge of the law. A strong student weighs the young person's right to confidentiality against the duty to keep her safe. You are listening for a structured, thoughtful answer, not a correct verdict.

Follow-ups

- What would change your mind about keeping it confidential?
- Who else might the clinician involve, and when?

Observe these strengths

- Identifies the tension between the young person's autonomy and the duty to safeguard her
- Understands that competence matters more than age alone (often called Gillick competence)
- Checks for safeguarding concerns such as coercion, exploitation or a harmful power imbalance
- Suggests encouraging involvement of a parent or trusted adult without forcing disclosure
- Explains that confidentiality has limits, including safeguarding duties

Common gaps

- Gives an instant verdict with no weighing of both sides
- Says the parents must always be told, or must never be told, with no nuance
- Ignores the safeguarding question entirely

Feedback after the circuit

- If they jumped to a verdict, show them the shape of a stronger answer: name the issue, weigh both sides, then decide.
- If they missed safeguarding, ask what would worry them about the situation and what they would want to check.

CANDIDATE CARD: Station 3

Communication and empathy

Explanation task - 1 minute reading, 6 minutes with the assessor

The assessor will close their eyes and turn away from you.

Without using your hands or any objects, explain to them how to make a cup of tea, clearly enough that they could follow your instructions exactly.

When you finish, the assessor will tell you what they would have done wrong following your instructions.

CONFIDENTIAL: Assessor 3

Communication and empathy

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?

Observe these strengths

- Breaks the task into a logical order with no assumed knowledge
- Checks understanding rather than just talking
- Responds to the failed explanation with good humour and a better second attempt
- Makes the link to explaining things to patients without being prompted

Common gaps

- Skips obvious steps and assumes the listener knows them
- Gets flustered or defensive when the explanation fails
- Cannot say why clear explanation matters in healthcare

Feedback after the circuit

- 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.

CANDIDATE CARD: Station 4

NHS awareness

Question and discussion - 1 minute reading, 6 minutes with the assessor

What do you think are the biggest challenges facing the NHS right now?

Pick one and tell me what you would do about it.

CONFIDENTIAL: Assessor 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 after the circuit

- 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.

CANDIDATE CARD: Station 5

Teamwork and reflection

Question and discussion - 1 minute reading, 6 minutes with the assessor

Describe a time you were part of a team that failed to do what it set out to do.

What was your part in it, and what did you do differently next time?

CONFIDENTIAL: Assessor 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 concrete 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
- Analyses what went wrong, such as communication, planning, roles or resources
- Describes a concrete 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 after the circuit

- 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.

CANDIDATE CARD: Station 6

Role-play: a difficult conversation

Role-play with an actor - 1 minute reading, 6 minutes with the actor

You and Sam are partners on a group project due tomorrow.

You have just found out Sam copied a large section of their part from a website.

Speak to Sam.

CONFIDENTIAL: Assessor 6

Role-play: a difficult conversation

This station needs a second person to play Sam, following the actor brief. It tests empathy, honesty and the ability to have a difficult conversation without aggression or avoidance. The assessor 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 after the circuit

- 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.

CONFIDENTIAL: Actor 6

Give this page only to the person playing Sam, never to the candidate.

- You are Sam. You copied a large part of your section of a group project from a website, and your project partner has just found out.
- Start defensive: say everyone does it and it is not a big deal.
- If the student stays calm and non-judgemental, admit it and become upset: explain you were overwhelmed with family problems and had no time.
- If the student is warm and supportive, agree to redo the section and tell the tutor yourself.
- If the student lectures or threatens you, become withdrawn, give short answers and refuse to cooperate.
- Stay in character throughout. Do not help the student; respond only to what they say.