

CARDIFF HIGH SCHOOL



**Medicine, Dentistry & Veterinary Science 2019
(for 2020 entry)**

Where to apply in the UK



Is it the career for you?

Some useful tips

<http://www.uniadmissions.co.uk/medical-school-interviews/>

<https://www.medify.co.uk/>

These are companies making money out of selling courses to help applicants etc. but their website does give a lot of useful information without you parting with any money.

Also <https://www.themedicportal.com/application-guide/choosing-a-medical-school>

Step 1 – Decide!

Training as a doctor/dentist is long and difficult and once you reach the end, it only gets harder! This is not a decision to take lightly. In reality doctors/dentists work under pressure for long hours. Before committing you need to know what it's really like, so arrange relevant work experience, read around the subject, check out relevant publications, books and blogs and try to meet and talk with people who have done it themselves.

Consider the following points very carefully and realistically:

- If you are not academically able, with a good crop of A* grades at GCSE and predicted A grades in all three A level subjects (including Biology and Chemistry), you need to consider graduate medicine or gap year.
- The training is long and arduous — do not underestimate this statement. If you receive an offer from a medical school and attain the necessary grades, you are the bottom of a very high, very steep and slippery mountain which you will scale inch by inch, stopping en-route to sit exams and maybe slithering back down if you fail.
- If you don't like old people, reconsider your choice: 90% of hospital patients are old folk.
- Doctors very often see the worst side of people. Most casualties in A&E late at night are drunks and drug addicts, some of whom are less than respectful and not too friendly.
- If you have not done substantial work experience or voluntary work or demonstrated your talents as a caring individual with excellent communication skills, re-consider your choice.
- If you have any criminal convictions or have engaged in dodgy dealings — or if you have been shown in a non-flattering light on Facebook — your application will not be considered.

The last point to make is that you should never, never be pushed into a medical career by your parents. You need to be passionate and self-motivated or you will end up in a career that you hate.

UCAS Codes (Med & Dent only)

A100 = Med.	A200 = Dent.
A104 = Med with Prelim / Foundation yr.	A204 = Dent with Prelim / Foundation yr.
A106 = Medicine.	A205 = Dent.
	A206 = Dent.

UCAS Entries in by **TUESDAY 15th October 2019**

The type of course varies between medical and dental schools:

- **Traditional** courses - spend three years learning theory and then do three years of clinical training. Oxbridge courses tend to follow this pattern.
- **Integrated** courses - where learning and clinical skills are done together and start from Year 1.
- **Systems based** courses - learn everything about a particular body system e.g. when studying the cardiac system you would cover all aspects of the theory, practice, pathology and clinical skills associated with cardiology.
- **PBL** (problem based learning) courses - working in a team you are expected to study a set of clinical cases, finding all the information out for yourself. (PBL does now form 40% of all medical courses, although some universities offer pure PBL.)
- **5 year versus 6 year** courses - medical and dental schools offer students the chance to do an intercalated 6 year course. This is where the normal medical teaching in Year 3 or 4 is replaced by a one year degree course. Students can opt to do any of a number of subjects offered by their university.

Research Thoroughly!

Visit Individual Medical, Dental & Veterinary schools' websites as well as sites that contain digests of the courses.

The selection process for interview varies:

- Some will require a high UCAT/ BMAT score, some do not use UCAT and/or BMAT
- Some require a minimum score at GCSE or high grades at AS
- Almost all require a minimum predicted 3 x **A** at A-level.

The advice is to check the admission criteria very carefully and if in doubt, e-mail the admissions tutors.

Step 2 – Strengthen

Build a strong application. Work experience is expected as this demonstrates commitment and you are more likely to have a realistic expectation of the career. Whilst work experience with doctors/dentists can give insight, you can also gain valuable experience in other caring environments such as with children, vulnerable adults or the elderly. In addition, a range of extra-curricular activities show that you are a balanced person and that getting the grades isn't taking all your time, so keep doing all the things that interest you.

The recommended requirements vary a great deal. In the following example for a dental school, a minimum of 3 days is required but others specify at least 10 days! Also, work experience in an NHS context is considered essential. Work experience in other dental / medical contexts is also recommended. These work experiences should have been done before you submit your application but that doesn't stop you from pursuing further or alternative experiences after the application deadline. You can still refer to your intention to do these in your application.

Example:

“In order to appreciate the career that a BDS degree will prepare you for, it is essential that all applicants carry out work shadowing within a dental practice setting. We require at least 3 days work experience, and more credit will be given to those applicants who have carried out work experience / shadowing in an NHS practice setting. Alongside this, extra work experience placements in associated dental settings (for example with fully private practitioners, dental laboratories, hygienists, receptionists, specialist practitioners) are beneficial, however they are not a substitute for NHS work shadowing in a practice.”

Step 3 – Personal Statement

Start it early. Get preliminary ideas on paper for the beginning of the summer holiday and have a full draft ready by September. Whilst different approaches can give great results, you should spend at least two-thirds talking about your interest in medicine/dentistry and how you've pursued it, including reflections on your work experience and wider reading. Only a minority should be talking about your other interests. Remember, extra-curricular activities are about demonstrating skills and balance – there is no need to be national level at sport. Finally, make sure you are happy to talk about everything you include!

It is VERY important to get this right as it will be used for selection for interview!
It will take several/many drafts.

First paragraph: explain why you want to do medicine.

This is very difficult and it might be easier to start on another bit and come back to this introduction.

If you start with a quote — be able to discuss it, know about the person who made the quote, hope the quote is original!

Lots of personal statements start with 'I like science but also want to work with people'.

Or 'it was looking after my aged grandparent which made me realise that medicine was the career for me'.

Middle bit: write about all the things you have done which are medically related e.g. work experience, voluntary work, research This should be about 2/3 of your personal statement. It is not a list of what you have done but what you have gained from it.

For example: Observing surgery, I was impressed with the team work that took place between the doctors and nurses.

Rather than 'I watched a hip operation being done.'

The easiest way to do this is to make a list of everything you have done and then link it to the skills a medic should have:

- Academically able
- Good communication and listening skills
- Empathy
- Ability to make decisions under pressure
- Manage stress
- Curiosity, creativity, initiative
- Flexibility
- Honesty, integrity
- Fit to practise
- Team player and leadership skills
- Manual dexterity

Remaining bit: write about what you have done in and out of school, what you do to relax etc.

Last couple of sentences: summarise why you will be a brilliant medic and why they should definitely offer you a place (but don't put it as bluntly as that!)

Example of how Cardiff marks the personal statement:

Understand the demands of medical training and practice (working or talking to doctors/dentists).

Caring attitude towards people and social awareness (long term).

Team working and willingness to accept responsibility (what is involved in being part of a team).

Study skills (time management).

Evidence of broad, social, cultural or sporting interests.

Other points connected with the personal statement:

- It will often be used as the basis for interview questions.
- NO PLAGIARISM
- Look at the entry profile for your chosen course on the UCAS site to see the skills required.

Step 4 – Admissions Tests

You are likely to need to sit the UCAT and may need to sit the BMAT too. Check the entrance requirements of the individual schools in good time. UCAT testing takes place over the summer, so enrol in good time! Admissions tests can be tough as questions are of a different style to what you may be familiar with, and time pressure can be intense. Make sure to prepare, making use of all the resources available to you, as better prepared candidates score more highly. Also with UCAT, you have your results before application, so choose wisely depending on your score to maximise your chances.

More detail regarding UCAT and BMAT at the end of the booklet

Step 5 – Interview

Video from Imperial College: <https://www.youtube.com/watch?v=5jQ3MJgdkJY>

Almost all universities will interview candidates.

If all goes well, you will get an interview. Make sure you're well prepared – that you're up to date with medical/dental related news and that you have a clear story as to why you've made your choice. Get practice interviews to work on your interview technique, making sure you can perform under pressure and structure your answers clearly.

Usually interviews take 20 minutes and consist of a panel of two or three comprising a member of the medical school, a local GP or hospital specialist and a Year 5 student or lay person.

More universities are now using multiple mini interviews (MMI) where you have to experience several different 'stations' within a set time period. There are between 4 and 10 stations (depending on the university) which test a variety of skills from problem solving, ethical scenarios, communication and motivation.

You must prepare thoroughly for interviews.

There will be 'interview' training from October and you can ask for as much one-to-one interview practice as you like.

It is strongly advisable to start a file of current medical issues including ones related to Government policies.

Interviews questions are now often “*value-based*” and there is a selection of such questions, follow-up questions and criteria for judgement at the back of this booklet.

Useful guidance available on the Medical Schools Council website:

<https://www.medschools.ac.uk/studying-medicine/applications/resources-for-students-and-teachers>

Example of a "Ticket" sent to a Cardiff applicant:

 8083680001	Event		
	<h1>Cardiff University Medicine Interview</h1>		
	Date+Time	Location	Payment Status
	Monday, 5 December 2016 from 08:30 to 13:00 (GMT)	University Hall Conference Centre Birchwood Road CF23 5YB United Kingdom	Free Order
Order Info			
Order no. [REDACTED]. Ordered by [REDACTED] on 14 November 2016 16:55			
Type	Student		

Event Information:

Dear applicant Thank you for booking your medicine interview slot at Cardiff University. This email contains important information about your interview so please keep it safe and read it carefully.

Structure of interview

You will be attending a multiple mini interview which involves ten interview stations each lasting six minutes. There will be two questions or tasks per station covering areas or domains such as the course in Cardiff, ethics, your understanding of a career in medicine, the NHS, working in teams, self-directed learning, numeracy, motivation, empathy, resilience and communication. Your interview slot will also include a welcome presentation outlining the way the interviews will run, an opportunity to talk to current medical students and of course the interview itself. Your parents/guardians are welcome to accompany you and there will be an optional workshop for you to attend which will be led by current medical students.

Travelling and arrival

The interviews will take place at University Hall Conference Centre, Birchwood Road, Cardiff CF23 5YB. Please take the time to plan your journey. The University Hall Conference Centre is not in the centre of town so you will need to think carefully about how to get there. Please visit the link for directions. <http://www.cardiff.ac.uk/business/facilities/meeting-facilities/university-hall> You can also use <https://www.traveline.cymru/> for information about public transport. There is free parking available and there will be signs directing you once you arrive. You should aim to arrive 30 minutes before the start time on your ticket to allow time for registration. Your interview slot forms part of a rotation around the ten stations and will therefore start exactly on time. We will not be able to delay the rotation if interviewees are late.

What to bring

You will need to bring photographic identification with you e.g. passport, driving licence (including provisional). We will be unable to allow you to continue with the interview if you do not have this identification with you. (We will accept photographic identification you used for the UCAT or GAMSAT test). Please dress in something smart but comfortable and which is appropriate for an interview.

What do I need to do beforehand?

All applicants to be interviewed must complete the online applicant self-declaration form before your interview via this link <https://fitnesstopractise.cardiff.ac.uk/applicant> We will expect that you will have read the General Medical Council (GMC) document 'Achieving Good Medical Practice - Guidance for Medical Students' available on the GMC website prior to attending your interview. You may also wish to read the NHS Constitution and its core values along with medical or ethical topics that have arisen in the news.

Changing your booking

We recommend that you only change your interview slot as a last resort. In order for you to change your slot you will need to have created an Eventbrite account if you do not already have one. Before you will be allowed to choose a different slot you will need to cancel your first booking. (Be careful! unfortunately we cannot guarantee there will be any slots available once you cancel). After cancelling you will then be able to use your original link to book a different slot.

Changing your mind

If you decide for any reason that you wish to withdraw your application and cancel your interview, you will need to cancel your interview slot through Eventbrite

We look forward to welcoming you to Cardiff University. Medical School Admissions Team Cardiff
University Email: medicalinterviews@cardiff.ac.uk Tel: 029 2068 8113

Step 6 – Grades

This may be the last step, but imagine how it would feel to have succeeded in getting an offer, only to fall at the final hurdle. If you're struggling to motivate yourself for your A-levels, just think of the huge reward for getting those grades.

Dentistry

Additional points for a dentistry personal statement

Ideally you need to have work experience in NHS, private, and hospital dental surgeries so you can compare and contrast.

You should also have evidence of manual dexterity.

Five Reasons Applicants are Rejected

LACKING CLINICAL EXPERIENCE

You must be able to demonstrate that your experience fits. Many applicants are interested in science and, while research is important, it cannot substitute for clinical exposure. Some applicants submit applications with an impressive list of accomplishments and experiences but don't demonstrate any clinical exposure: Shadow a professional, volunteer in a free clinic or a hospital, or participate in a formal premedical programme that includes time spent with doctors. It is difficult to convince that you want to pursue a particular career if you don't have relevant experience

In addition to course-specific work experience, applicants are often expected to have carried out a voluntary placement within the wider society which will enhance their communication skills and enable them to widen their appreciation of the needs of a public facing health career. Placements such as voluntary working in a care home, working with people from diverse and sometimes challenging backgrounds such as the homeless, those with learning difficulties or hospital in-patients are particularly useful. Voluntary placements which are carried out within an applicant's own school or sports clubs tend to be given less credit than those which are more challenging. Similarly, self-organised work experiences tend to be more favoured than those which have been more centrally organised.

SUBMITTING POORLY COMPOSED WRITTEN DOCUMENTS

A persuasive application is essential. Your experience descriptions and personal statement must convince people that you are worthy of an interview and an acceptance. This is especially important during the 1st stage of the admissions process when a committee decides whether or not to interview. This decision is based not only on objective material you present such as exam results, but also on your personal statement and references. You don't have control over the content of your references, but you have complete control of what you write in your application. Documents that clearly and articulately express the evolution of your interest with introspection and thought are more likely to result in an interview.

HAVING A LACKLUSTER ACADEMIC PROFILE

Many admissions committees "screen" applications. If your grades or UCAT / BMAT don't reach a threshold - you are automatically rejected. Schools may also consider academic course load rigour, outside pressures (e.g. finances), and upward grade trend.

SUBMITTING A LATE APPLICATION

By submitting an application on time, you will be considered within a smaller pool of applicants. This means that even if you are a competitive applicant, the medical school may not have any more interviews or acceptances to extend for a late submission.

DEMONSTRATING POOR INTERVIEW SKILLS

Once reached, the interview is the most important determinant of success. Interviewees with great interpersonal skills and emotional intelligence are naturally better than introverted applicants. Applicants who are very nervous, inarticulate, or uncomfortable speaking about themselves can under-perform. Although more schools are adopting a multiple mini interview format, some schools still conduct one-on-one interviews. Interviews are typically

relaxed dialogues; trying to get to know applicants, assess if they have the qualities and characteristics the school is seeking, and if they are a good fit for the school. While a certain degree of subjectivity influences every interview, applicants can perform well if they practice speaking about themselves before the interview and if they clearly express their motivations and experiences that influenced their decision to study medicine, dentistry or veterinary medicine.

PLAN B

It is essential that you know what you will do if you don't get any offers:

- 5th choice — you might decide to apply for another course; you might need to write a separate personal statement for this which is sent directly to the university (your original personal statement must be solely directed towards studying medicine, dentistry or veterinary medicine).
You can apply for the 5th choice at any time, although the longer you leave it the less places will be available.
If you get 4 rejections, you will be eligible for UCAS Extra which means you can then make a 5th choice. However, it would be exceedingly unlikely that you could apply for medicine etc. at this point.
- Gap year and reapply — universities like gap years!
This might also involve re-sitting A-levels BUT it is getting harder and harder for re-sit candidates to be offered a place.
- Graduate entry — you study for a first degree and then apply. You would need to get a 2:1 or 1st from your first degree.
- Some universities allow you to transfer after the first year into a medical or dental degree. You would need to look at the university's website or consult admissions to find out if this possible.

This is an email I received from an ex-pupil:

Dear Mr Jones,

Fingers crossed you remember me... I applied for medicine back when I was in school but was unsuccessful, and you encouraged me to do biochemistry. I ended up studying biochemistry, and wanted to let you know I'll be graduating in two weeks' time with a first! I also achieved the highest mark for my dissertation (87%), and am receiving the graduate prize in biochemistry for my results. (Surprising considering I was terrible at chemistry back in the day!) So, I just wanted to thank you for all your time and help, and for pointing me in the direction of biochemistry. I'm now reapplying for medicine for 2019 entry.

Entry Requirements

The Medical Schools Council's summary of entry requirements for 2020 is available at:

<https://www.medschools.ac.uk/media/2357/msc-entry-requirements-for-uk-medical-schools.pdf>

Please check individual medical schools' websites for the most up-to-date information.

The influence of AS levels for applicants from Wales is variable and you will need to check with the individual medical/dental/ veterinary medicine school. The most recent collective information I was able to find was for 2018 at <https://www.themedicportal.com/medical-schools-as-levels-2017-entry/>

Dentistry

Additional points for a dentistry personal statement:

Ideally you need to have work experience in NHS, private, and hospital dental surgeries so you can compare and contrast.

You should also have evidence of manual dexterity.

UK Dental Schools for Standard Undergraduate Entry

I could not find a dental school equivalent of the website summarising medical school entry requirements so I have compiled one here. Entry requirements stated are guidelines or minimum entry requirements.

The following information is for guidance only and must be checked prior to application as changes in requirements may occur.

University of Birmingham

<https://www.birmingham.ac.uk/undergraduate/courses/med/dental-surgery.aspx#EntryRequirementsTab>

Dental Surgery (BDS) A200 AAA (Bi & Ch) *UCAT*

GCSE: A* in Bi & Ch and A in Ma & Eng Lang or Lit.

University of Bristol

<http://www.bristol.ac.uk/study/undergraduate/2020/dentistry/bds-dentistry/>

Dentistry (BDS) A206 AAA Ch & 1 of Bi, Ph, Ma *UCAT*

GCSE: A in Ma and C in Eng

University of Cardiff

<https://www.cardiff.ac.uk/study/undergraduate/courses/2020/dental-surgery-bds>

Dental Surgery (BDS) A200 AAA (Bi & Ch) *UCAT*

GCSE: A in Eng Lang or Welsh (First) Lang, A in Single Sciences or AA Double Award.

University of Dundee

<https://www.dundee.ac.uk/study/ug/dentistry/>

Dentistry (BDS) A200 AAA (Bi & Ch) *UCAT*

GCSE: Min B in Sciences, Ma & Eng

Achievement at GCSE and AS Level will also be taken into account.

University of Glasgow

<https://www.gla.ac.uk/schools/dental/undergraduate/>

Dentistry (BDS) A200 AAA (Bi & Ch) **UCAT**

GCSE: Min 6 subjects at Grade A, MUST include Ma and/or Ph & Eng Lang or Lit at Grade B.

King's College London

<https://www.kcl.ac.uk/study/undergraduate/courses/dentistry-bds>

Dentistry (BDS) A205 AAA* (Ch or Bi plus 1 of Ch, Bi, Ph, Ma or Psy) **UCAT**

GCSE: Grade B in both Eng Lang & Ma if not offered at A-level

University of Leeds

<https://courses.leeds.ac.uk/g033/dental-surgery-mchd-bchd-oral-science-bsc-mchd-bchd-bsc>

Dental Surgery MChD/BChD, Oral Science BSc A200 AAA (Bi & Ch) **BMAT**

GCSE: 6 at A* - B, inc. Chemistry, Biology (or Dual Science), English and Maths.

University of Liverpool

<https://www.liverpool.ac.uk/study/undergraduate/courses/dental-surgery-bds/entry-requirements/>

Dental Surgery (BDS) A200 AAA (Bi & Ch) **UCAT**

GCSE: At least 5 at grade A & 3 at grade B. Min Grade B in Eng Lang, Ma and Sci

University of Manchester

<https://www.manchester.ac.uk/study/undergraduate/courses/2019/00398/bds-dentistry-first-year-entry/>

Dentistry (BDS) A206 AAA (Bi & Ch) **UCAT**

GCSE: 5 at grade A or A*. Min of B in Eng Lang, Ma and at least 2 sciences (or BB in Dual Award Sci).

Most applicants will be studying beyond the 'bare minimum' in order to make the most competitive application possible. For example: studying four A-level subjects; studying an additional AS level in addition to your three main subjects; taking General Studies, Key Skills or the Extended Project Qualification (EPQ) in addition to your three main subjects.

Newcastle University

<https://www.ncl.ac.uk/undergraduate/degrees/a206/#entryrequirements>

Dental Surgery (BDS) A206 AAA (Bi & Ch) **UCAT**

GCSE: No specifics regarding GCSE grade requirements on website / admissions policy at present

Plymouth University

<https://www.plymouth.ac.uk/courses/undergraduate/bds-dental-surgery>

Dental Surgery (BDS) A206 A*AA – AAB inc A in Bi & one of Ch, Ph, Ma or Psy **UCAT**

7 GCSE 7 passes A*-C inc. Eng lang, Ma & either GCSE double award Sci or 2 single Sci.

Queen Mary University of London (2019 info only)

Dentistry (BDS) A200 A*AA inc. Bi or Ch & 2nd sci from Ch, Bi, Ph or Ma **UCAT**

GCSE: AAABBB inc. Bi, Ch, (or Sci Double Award) Eng Lang, Ma (or Add Ma or Stats)

Queen's University Belfast

<https://www.qub.ac.uk/courses/undergraduate/dentistry-bds-a200/#entry>

Dentistry (BDS)A200 AAA inc. Bi & Ch **UCAT**

GCSE: min C in Ma if not offered at AS-level or A-level.

GCSE performance in best 9 subjects scored with 4 points for A* , 3 for A. No points for B and C grades.

AS-level and additional GCSE A grades may also be taken into account in borderline cases

University of Sheffield

<https://www.sheffield.ac.uk/prospectus/courseDetails.do?id=A2002020>

Dental Surgery (BDS) A200 AAA (Bi & Ch) **UCAT**

GCSE: 6 grade A inc. Ma, Eng Lang and Sci

Veterinary Science

<http://www.rcvs.org.uk/education/i-want-to-be-a-vet/>

The entry requirements for becoming a vet are very high and the work experience requirements can be very stringent. As there are relatively few veterinary schools, I have not given a summary of academic entry requirements here.

This is a list from of work experience requirements as of 17/6/2019:

Name	Min Work experience required	Specific requirements
Royal Veterinary College	140 hours	70 hours / 10 full days in a vet practice and 70 hours / 10 full days in another animal environment all within 18 months of application. https://www.rvc.ac.uk/study/undergraduate/bachelor-of-veterinary-medicine#tab-entry-requirements
University of Surrey	4 weeks	At least 1 week in a general veterinary practice. Experience could include farm, stable yard, kennels, rescue centre, research laboratory or abattoir work. A broad range of experience is an advantage. Applicants must complete the requirement before they apply and clearly state how they have met the requirement in their UCAS application. Work experience details to be uploaded. https://www.surrey.ac.uk/vet/programmes/admissionsprocedures/school_of_veterinary_medicine_admissions_procedures.htm
Liverpool University	5 weeks (1 day = 7 hrs)	FIVE WEEKS of work experience, in the 3½ years prior to the UCAS deadline. These should consist of 3 weeks animal husbandry and 2 weeks clinical/veterinary practice. All applicants have to complete an online work experience questionnaire. Exact requirements are extremely detailed. See: https://www.liverpool.ac.uk/veterinary-science/undergraduate/prospective-applicants/
Cambridge University	Not specified but min 2 weeks expected	https://www.undergraduate.study.cam.ac.uk/courses/veterinary-medicine
Nottingham University	4 weeks (min)	At least 4 weeks' work experience before you apply. Broad range of working with animals including one or more veterinary practices. Working with larger domestic animals on a livestock farm. Other animal experience (e.g. kennels, riding school, zoo etc). References from experiences. https://www.nottingham.ac.uk/vet/prospectivestudents/undergraduate/general-info.aspx#WorkExperience

Name	Min Work experience required	Specific requirements
Bristol University	8 weeks (min) <i>Not yet updated for 2020</i>	Applicants must have at least one week's (40 hours) work experience in veterinary practice and one week's (40 hours) work experience in animal related settings before application. Maximum credit for more than four weeks' (160 hours) in more than one veterinary practice and more than four weeks' (160 hours) in animal-related areas. Offers are made to the top-ranking applicants. Work experience must be undertaken in the three years prior to the application. http://www.bristol.ac.uk/study/media/undergraduate/admission-s-statements/2019/veterinary-science.pdf
Glasgow University	6 weeks (min) <i>Not yet updated for 2020</i>	It is essential that applicants to the Veterinary Course have a minimum of 6 weeks work experience with at least 2 weeks with a veterinary surgeon and have had hands on experience with farm animals. Experience gained in veterinary or medical labs is encouraged. https://www.gla.ac.uk/media/media_585166_en.pdf
Edinburgh University	Not specified but expected <i>Not yet updated for 2020</i>	As much and as varied practical work experience as possible, e.g. Large & small animal practices, Livestock farms (dairy & lambing) Also: zoos, kennels, catteries, wildlife centres, pig farms, poultry farms and stables. A day at an abattoir is recommended but not demanded Experience gained in veterinary or medical labs. Online work experience summary form must be completed by 22 nd October. https://www.ed.ac.uk/vet/studying/5-year-programme/non-academic-requirements

Contextual Offers

A contextual offer is a grade reduction below the standard entry requirements and is made to those from backgrounds who, historically, are less likely to study dentistry or medicine.

Typically, the factors that are considered when making contextual offers include:

- You have attended an aspiring state school or college
- You live in an area with low progression to higher education
- You have completed an University outreach programme
- You have spent time in care
- You are a carer

You need to check with individual universities for their contextual offer policies.

Dr. Henry will be providing you with detailed guidance for the UCAT

- Check:
- Which universities require the test and their entry criteria.
 - The location of test centres.
 - What exemptions are considered
 - Whether you are eligible to take the extended UCATSEN test.
 - Eligibility for a bursary and apply by 5 pm 18th September 2019.
- Read
- UCAT Official Guide 2019 covers all you need to know about testing including example questions. https://www.ucat.ac.uk/media/1303/ucat_guide_2019.pdf
- Register
- You should register before 5:00 pm on 18th September 2019.
- Book
- You need to book your test before midday on 1st October 2019. It is recommended that you book as early as possible.
 - Familiarise yourself with how to reschedule or cancel and the refund policy.
- Prepare
- Use the Candidate Preparation Toolkit for definitive information and advice about the test plus hundreds of official practice questions.
 - Work out a schedule for your preparation.
 - Familiarise yourself with the onscreen format so you know how to use the mouse, answer questions and move through the test. Practice using the onscreen calculator and get used to the timings of each section.
 - Find out what to expect at a UK Pearson Professional Test Centre.
 - Read the statement on unprofessional behaviour and the UCAT examination rules.
 - Familiarise yourself with what to do if you experience a problem either before or during your test.
 - Make sure you know what identification to take along when you go to test.
- Test
- Take the test between 1st July and 2nd October 2019 – no exceptions!
- Research
- Check the information provided on consortium member websites to see how they use the test in their admissions before you submit your UCAS application.
 - After testing has finished a report on average scores and decile ranges will be published. A report on mean scores over the last 3 years is available now.
- Apply
- UCAS application should be submitted by **MONDAY** 15th October 2019.
- Relax
- Once provided with your application choices, UCAT will communicate your test result directly to your chosen universities.

(Useful advice: <https://www.themedicportal.com/application-guide/ukcat/ukcat-preparation/>)

Fees: Tests taken between 3rd July and 31st August 2019 £65, afterwards £87

Universities and Courses Requiring UCAT 2019

Always check entry requirements for each course before booking a test.

Institution Code	University Name	UCAS Course Code
A20	University of Aberdeen	A100, A201
A60	Anglia Ruskin University	A100
A80	Aston University	A100
B32	University of Birmingham	A100, A101, A200
B78	University of Bristol	A100, A108, A206, A208
C15	Cardiff University	A100*, A104, A200, A204
D65	University of Dundee	A100, A104, A200, A204
E14	University of East Anglia	A100, A104
E42	Edge Hill University	A100, A110
E56	University of Edinburgh	A100
E84	University of Exeter	A100*
G28	University of Glasgow	A100, A200
H75	Hull York Medical School	A100, A101
K12	Keele University	A100*, A104*
K31	Kent and Medway Medical School	A100
K60	King's College London	A100, A101, A102, A202, A205, A206
L34	University of Leicester	A100, A106*, A199
L41	University of Liverpool	A100*, A200
M20	University of Manchester	A104, A106, A204, A206
N21	University of Newcastle	A100, A101, A206
N84	University of Nottingham	A100, A10L, A108, A18L
P60	Plymouth University	A100*, A206*
Q50	Queen Mary University of London	A100, A101, A110, A120, A130, A200
Q75	Queen's University Belfast	A100, A200*
S18	University of Sheffield	A100, A101, A200
S27	University of Southampton	A100, A101, A102
S36	University of St Andrews	A100, A990
S49	St George's, University of London	A100
S84	University of Sunderland	A100
W20	University of Warwick	A101

* not all applicants – see university website

The UCAT has five sections:

<https://www.UCAT.ac.uk/UCAT-test/UCAT-test-format/>

Verbal reasoning - there are 11 passages of text, each about 200 words long with four questions about each passage. The questions are in two formats, most questions will present a statement and the question asks if, based only on the information given, the statement is true, false or if it is logically impossible to tell. The second format gives 4 statements or answer options to choose from based on the text in the passage.

There are 44 questions to answer in 21 minutes.

Decision Making - there are 29 items that may refer to text, charts, tables, graphs or diagrams. Additional information may be presented within the question itself. All questions are standalone and do not share data. Some questions will have four answer options but only one correct answer; others will require a response to five statements by placing a 'yes' or 'no' answer next to each statement.

There are 29 questions to answer in 31 minutes.

Quantitative reasoning - there are nine sets of data usually in the form of charts, graphs or tables. Each of these has four questions based on it. All the questions have the same multiple choice format. A simple on screen calculator is provided and the calculations will only require GCSE level manipulations.

There are 36 questions to answer in 24 minutes.

Abstract reasoning – There will be 4 different question types. For type 1 there will be two sets of shapes labelled “Set A” and “Set B”. You will be given a test shape and asked to decide whether the test shape belongs to Set A, Set B, or Neither. For Type 2 there will be a series of shapes. You will be asked to select the next shape in the series. For Type 3 there will be a statement, involving a group of shapes. You will be asked to determine which shape completes the statement. For Type 4 there are two sets of shapes labelled “Set A” and “Set B”. You will be asked to select which of the four response options belongs to Set A or Set B.

There are 55 questions to answer in 13 minutes.

Situational Judgement Test - A range of scenarios are presented each with a suggested next step, action or decision, candidates are asked to assess the suitability of that action.

The test consists of a series of scenarios for which you will need to consider either the appropriateness of possible actions, or the importance of possible considerations.

Some of the questions will require that you rate each response from four possible options.

Other questions will require you to choose the most and least appropriate action to take in response to the situation, from the three actions provided.

Questions do not require medical or procedural knowledge.

There are 69 questions to answer in 26 minutes.

Each section has an additional 1 minute instructional introduction.

Candidates either sit the standard UCAT or an extended version of the test (25% extra time) if they are entitled to extra time due to a documented medical condition or disability

BMAT <http://www.admissionstesting-service.org/>

The BMAT can be done in August or October **BUT** not all the University Courses requiring BMAT will accept the BMAT sat in August.

These requirements are subject to change so PLEASE CHECK!

Courses requiring BMAT 2019 and Test session accepted (provisional)

BMAT Universities	Course	Do they accept BMAT August or October results?
Brighton and Sussex Medical School	A100 Medicine	August or October
Imperial	A100 Medicine A109 Graduate Medicine	August or October
Lancaster University	A100 Medicine & Surgery A900 Foundation Year for Medicine & Surgery	August or October. May (UCAS Extra applicants, UK and EU only).
University College London (UCL)	A100 Medicine	August or October
University of Cambridge	A100 Medicine	August or October
University of Manchester	A106 MBChB Medicine and A104 MBChB Medicine (with foundation year)	International students only. August or October.
University of Leeds	A100 Medicine A200 Dentistry	August or October
University of Oxford	A100 Medicine BC98 Biomedical Sciences	October only (although Graduate Entry A101 is August or October)
University of Oxford	A101 Graduate Medicine	August or October

BMAT: Specification & Past Papers

<http://www.admissionstesting-service.org/for-test-takers/bmat/preparing-for-bmat/>

BMAT: Videos

<http://www.admissionstesting-service.org/for-test-takers/bmat/preparing-for-bmat/videos/>

BMAT: FAQs

<http://www.admissionstesting-service.org/our-services/medicine-and-healthcare/bmat/faqs/>

BMAT: Preparing for BMAT – Specimen papers and Past Papers

<http://www.admissionstesting-service.org/our-services/medicine-and-healthcare/bmat/preparing-for-bmat/>

BMAT Key Dates and Costs 2019

<http://www.admissionstestingservice.org/for-test-takers/bmat/dates-and-costs/>

Please note: they reserve the right to make changes to the dates.

Please always check the website of your chosen institution(s) to confirm which BMAT test session(s) they accept.

You may only sit the BMAT once

BMAT August Session

Registration is now open and closes on 11th August 2019.

Last date for requesting modified papers: 26th July 2019

Test date: Saturday 31st August 2019

Fees £83.00 (no late fees apply)

BMAT results released September 20th 2019

Deadline for querying BMAT results September 27th 2019

BMAT October Session

Entries Extranet opens 1st September 2019.

Last date for requesting modified papers 27th September 2019

Standard entry closing date 17:00 BST 1st October 2019

Last date for BMAT entries 18:00 BST 15th October 2019

BMAT takes place October 30th 2019

BMAT results released November 22nd 2019

Deadline for querying BMAT results November 29th 2019

£48.00 EU (including UK) standard entry fee £34.00 **Additional** late entry fee

See BMAT website for more details and any changes

The BMAT

BMAT is a 2-hour, pen-and-paper test divided into three sections. You can see what is in each section and also a list of courses that require BMAT below.

Section 1: Aptitude and Skills

What does it test?	Questions
Generic skills in problem solving, understanding arguments, and data analysis and inference.	35 multiple-choice questions in 60 minutes

Section 2: Scientific Knowledge and Applications

What does it test?	Questions
The ability to apply scientific knowledge typically covered in school Science and Mathematics by the age of 16 (for example, GCSE in the UK).	27 multiple-choice questions in 30 minutes

Section 3: Writing Task

What does it test?	Questions
The ability to select, develop and organise ideas, and to communicate them in writing, concisely and effectively.	One writing task from a choice of four questions in 30 minutes

BMAT Specification:

<http://www.admissionstesting.org/images/47829-bmat-test-specification.pdf>

UCAT and BMAT Books and Advice

Results of Student Room Poll for books:

Get into Medical School: 600 UCAT Practice. (88.33%)

Get into Medical School –ISC Medical: 1250 UCAT Practice Questions (2018 Entry Edition). Includes new Decision Making section and Full Mock Exam

How to Pass the UCAT-by Mike Bryon and Jim Clayden. (10.00%)

Passing the UCAT and BMAT 2010 (Student Guides to University Entrance) by Glenn Hutton, Rosalie Hutton, and Felicity Taylor. (8.33%)

How to Master the UCAT: Over 750 Practice Questions for the United Kingdom Clinical Aptitude Test : Author- Mike Bryon. (1.67%)

Practice Tests, Questions and Answers for the UCAT (Student Guides to University Entrance) by Rosalie Hutton and Glenn Hutton. (1.67%)

Website: Medify: https://www.medify.co.uk/UCAT?gclid=Cj0KEQjwnPLKBRC-j7nt1b7OIZwBEiQAv8lMLBuc_KWdm5kFoShLLC_QUsoFtHjZr4Iq7z4nW8GbpM0aAuOM8P8HAQ

Very sensible advice :

<https://www.themedicportal.com/application-guide/ukcat/ukcat-preparation/>

Suggested Reading / Listening

SPECIFIC:

1. **A Very Brief Introduction to Medical Ethics.** Author Tony Hope . This is really short but very informative and covers the four core principles of medical ethics. These can be adapted so you can apply your knowledge if asked any questions.
2. **GMC Guidelines on ethics.** Online only, this is a very good source of knowledge.
3. **Medical School Prospectuses** (ensure it's the current one).
4. **So You Want To Be A Brain Surgeon?** Ed Ward & Eccles ISBN 0192630962 (everything you wanted to know about medical careers but were afraid to ask.)
5. **A Career In Medicine, Do You Have What It Takes?** ISBN 1853154628
6. **The Insider's Guide To Medical School** ISBN 0727918516
7. **Bedtime Stories, Confessions of A Junior Doctor** ISBN 1843540320
8. **Learning Medicine** Peter Richards.
9. **The Essential Guide To Becoming A Doctor** A Blundell and R Harrison.
10. **Getting Into Medical School** J. Ruston & J. Burnett.
11. **Doctors To Be** Spindler.

GENERAL BACKGROUND:

1. **St Johns First Aid Manual.**
2. **Blood and Guts: A Short History of Medicine** ISBN 0141010649
3. **How The Brain Works** J.McCrone ISBN 0751337129
4. **Bodies** Jed Mercurio
5. **The Student BMJ** (order online from the BMJ)
6. **New Scientist Magazine**
7. General Medical Council (GMC) document '**Achieving Good Medical Practice - Guidance for Medical Students**' available on the GMC website.
8. **NHS Constitution and its core values.**

Suggested Listening

Available from BBC iplayer (radio) or BBC Sounds usually with full back catalogue

- **Inside Health** (Radio 4)
- **All in the mind** (Radio 4)
- **Inside the ethics committee** (Radio4)
- Medical notes (World Service)
- In our time (pick out specific relevant items) (Radio 4)
- Moral Maze (search for relevant items) (Radio 4)
- Farming today (daily Radio 4 programme)

GOOD LUCK!

EXAMPLE “VALUE-BASED” INTERVIEW QUESTIONS

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Compassion	<p>Give me an example of a time when you were particularly perceptive regarding a patient’s (or customer) feelings and needs?</p> <p>We all find ourselves in stressful situations at work when keeping a positive or compassionate attitude is most useful. Tell me/us about such a time</p> <p>Tell me about a time when you were under extreme pressure and remained calm, compassionate and focused at work.</p> <p>Tell of a time when your active listening skills really paid off in regard to a patient’s (or customer’s) feelings or needs. Perhaps a situation when others missed a key idea or issue</p> <p>Some situations with patients (or customers) require us to express ideas or opinions in a very tactful and careful way. Tell me about a time when you were successful with this particular skill.</p> <p>Tell me about a time when you were sensitive or compassionate to a patient in an emotional or tense situation.</p> <p>Tell me about a time when you volunteered your help to a patient (or customer) or someone in need.</p> <p>Give me an example of a time when your compassionate attitude caused a patient (or customer) to stay positive and calm.</p> <p>In a supervisory or group leader role, tell me about a time when you had to discipline or counsel an employee or group member and were able to demonstrate compassion</p> <p>Tell us about a time when you had to use coping strategies to remain compassionate when dealing with a high-pressure situation regarding a patient (or customer)</p> <p>Give an example of a situation where someone showed compassion to you at work?</p>	<p>Describe what you did?</p> <p>What was the impact for you?</p> <p>What was the impact for the patient?</p> <p>How did it turn out?</p> <p>How has this helped you in your job?</p> <p>What was the result?</p> <p>Would you have done anything differently?</p> <p>What did you do?</p> <p>What was the outcome?</p> <p>How did they react?</p> <p>How did it turn out?</p> <p>What was the situation?</p> <p>What was the result?</p> <p>What was the nature of the discipline?</p> <p>What steps did you take?</p> <p>How did you demonstrate compassion?</p> <p>How have you shared effective coping strategies with co-workers?</p> <p>How did this make you feel?</p>	<p>Taking time to listen</p> <p>Observant of non verbal cues</p> <p>Observant of patient needs</p> <p>Going the extra mile to make a difference</p> <p>Linking job duties with patient experience</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Collaboration	<p>Describe a situation when it was critical that you establish an effective working relationship with either an individual or group, outside of your own department, to complete an assignment or deliver a service?</p> <p>Tell us about a time when someone else neglected or failed to deliver on their work commitments and it had a negative impact on your productivity.</p> <p>Collaborative work relationships often ease tension and facilitate productive relationships. Can you give me a recent example where you intentionally enhanced a relationship to get a job done?</p> <p>Tell us about a time when you needed additional information from other people or references to make an informed decision.</p> <p>Describe a time when you put your needs aside to help a co-worker understand a task.</p> <p>Tell us about a time when you improved a process by creating a cross-functional team.</p> <p>Can you give us a recent example of how you displayed loyalty or commitment to your team?</p> <p>Give an example of a time when you were part of a great team</p> <p>Tell us about a time when you disagreed with your team's agreed course of action.</p> <p>Tell us of a time when you disagreed with a customer/patient, supervisor, or co-worker.</p> <p>Tell us about a time when your success depended on your prior relationship with a patient (or customer).</p> <p>Describe a situation when you coordinated several events or people at the same time</p> <p>Give an example of a project you personally planned, implemented, measured, and evaluated.</p> <p>We all learn through our mistakes. Tell us about a time when you confronted a co-worker or supervisor because you knew they were making a mistake.</p> <p>Tell us about a time when you had to collaborate with another to resolve a conflict that initially felt uncomfortable, but actually turned out better than you anticipated.</p> <p>Tell us about a time when you perceived friction or resistance from a co-worker, supervisor, or patient and you immediately addressed this issue to enhance your working relationship.</p>	<p>What did you do?</p> <p>How did your extra-credit research impact the outcome?</p> <p>How did you assist them? What was the result?</p> <p>What was the issue and how did it turn out?</p> <p>Why was this act important to you?</p> <p>What was at stake?</p> <p>What were the circumstances?</p> <p>How did you contribute?</p> <p>What did you do?</p> <p>How did it impact your relationship with the team?</p> <p>What did you do to resolve the conflict?</p> <p>What was the outcome?</p> <p>What method did you use to follow-up on assignments?</p> <p>What was the situation?</p> <p>What was the outcome?</p> <p>How did you handle it?</p> <p>What was the result?</p> <p>What problems did you solve along the way?</p> <p>How did you involve other people?</p> <p>What was the issue and how did it turn out?</p> <p>What happened? How is your relationship today?</p>	<p>Taking ownership for assignment completion and service delivery</p> <p>Recognition that one person cannot do everything</p> <p>Working with others</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Innovation	<p>Give an example of a problem that you have personally solved in a unique or creative way?</p> <p>What was the most difficult work problem you ever faced?</p> <p>Tell us about a time when you used fact-finding skills to solve a problem.</p> <p>Tell us about a time when you had to step away from traditional methods to solve a difficult or complex problem.</p> <p>Tell us about a time when you had to respond quickly to a crisis situation.</p> <p>Give an example of how you solved a problem in a unique way within the past 18 months.</p> <p>Tell us about a time when you had to change your point of view or your plans to take into account new information or changing priorities.</p> <p>Describe an example of a time when you had to approach people (with different perspectives) for support or cooperation.</p> <p>Tell us about a time when you had to accommodate unplanned activities or demands?</p>	<p>How satisfied were you with the outcome?</p> <p>What did you learn about problem solving from this experience?</p> <p>How did you address the problem?</p> <p>What were the results?</p> <p>What was the situation?</p> <p>What was the outcome?</p> <p>Can you describe your approach?</p> <p>What was the outcome?</p> <p>What were the circumstances?</p> <p>What was the final outcome?</p> <p>When did this happen?</p> <p>How did you appeal to each person?</p> <p>What was the result?</p>	<p>Ability to look at issues from different perspectives</p> <p>Thinking outside the box</p> <p>Prepared to take considered risk</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Responsibility	<p>Tell us about a time when you made a significant mistake at work?</p> <p>Describe a situation when your work did not meet your patient (or customers), co-worker or supervisor's expectations.</p> <p>Tell us about a time when you had to deliver on a commitment that was difficult for you.</p> <p>Have you ever been in a situation where your role or responsibilities haven't been clearly defined? What did you do?</p> <p>Tell us about a time when you had to conform to a policy or procedure you did not agree with.</p> <p>Tell us about a situation where you had to remain calm when dealing with a hostile patient (or customer)</p> <p>Tell me/us about a task that was tedious or boring to you—but had to be done.</p> <p>Tell us about a time when you coached a co-worker to help them improve their skills or job performance</p> <p>Tell us about a project that you were solely responsible for completing.</p> <p>Tell us about a time in the past year when your patience was tested with patients (or customers), co-workers or supervisors.</p>	<p>What were the consequences for you personally?</p> <p>How did you approach the conversation with your Supervisor/Co-worker/Patient/Customer?</p> <p>Tell me how you organized the document and what help you had (if applicable) finishing it</p> <p>What happened? What action did you take?</p> <p>What did you do to motivate yourself?</p> <p>What did you learn from the experience?</p> <p>How did you handle the situation?</p> <p>How did you approach and tackle the task?</p> <p>What did you do?</p> <p>How did you stay on task to complete it even though no one was checking your progress?</p> <p>How did you handle the situation?</p> <p>What was the result?</p>	<p>Ownership for consequences</p> <p>Commitment to putting things right and learning from the experience</p> <p>Timeliness for communicating with those impacted</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Diversity	<p>What has been the most difficult challenge that you have faced personally in working co-operatively with another person who did not share your values, beliefs or ideas?</p> <p>Tell me/us about a time when you had to adapt quickly to changing conditions to accurately complete your job.</p> <p>Tell of a situation where you had to adjust quickly to changes over which you had no control.</p> <p>Describe a situation in which your first attempt to sell an idea failed.</p> <p>Tell me/us about a time when your work effort didn't go as planned (blocked by obstacles).</p> <p>Tell me/us about a time when you had to work in a chaotic or noisy environment</p> <p>Describe a situation where you had to deal with someone who didn't like you (or you didn't like)</p> <p>Tell me about a time when you found yourself on unfamiliar territory or a new situation at work</p> <p>Occasionally our work is judged or criticized unfairly or our intent is misunderstood.</p> <p>Can you tell me about a recent situation that fits this description?</p> <p>Tell me/us about a recent threatening or difficult work situation.</p>	<p>What was the impact on your ability to get things done?</p> <p>What was the impact on the other person's ability to get things done?</p> <p>What were the circumstances?</p> <p>What was the impact of the change on you?</p> <p>How did you react to this?</p> <p>What other approaches did you try?</p> <p>How did you resolve this issue?</p> <p>What was the outcome?</p> <p>How did you deal with this situation?</p> <p>How did you ensure your productivity and accuracy in this environment?</p> <p>How did you handle it?</p> <p>How did you adapt to this situation?</p> <p>What was the eventual outcome?</p> <p>How did you react?</p> <p>How did you approach this situation? What was the outcome?</p>	<p>Listening</p> <p>Open to other person's perspective</p> <p>Being accountable for own beliefs, ideas and attitudes</p> <p>Self-awareness</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Integrity	<p>Can you give an example of a situation when you saw someone at work stretch or bend the rules beyond what you felt was acceptable?</p> <p>Tell me/us about a time when you felt compelled to immediately address a difficult situation with your boss or supervisor when others wouldn't. (You had to do the right thing.)</p> <p>Tell me/us about a time when you felt compelled to express an unpopular viewpoint to maintain your integrity.</p> <p>Tell me/us about a situation when you had to speak up (be assertive) in order to get a point across that was important to you or crucial to your patient (or customer)</p> <p>Tell me/us about a time in your job when you accommodated the patient (or customer) even though it was more work for you or went against your instincts.</p> <p>Tell me/us about a time when you thought through the consequences of a specific action in planning a project.</p> <p>Tell me/us about a time when you felt it would benefit the situation to disregard structure or formal processes to achieve a better outcome.</p>	<p>What did you do?</p> <p>What lead you to take the action you did?</p> <p>What was the consequence of taking the action you did?</p> <p>What happened?</p> <p>What was the outcome?</p> <p>What did you say and how did you say it?</p> <p>What was the result?</p> <p>What obstacles or barriers did you discover?</p> <p>What were the circumstances?</p> <p>How did it turn out?</p>	<p>Willingness to hold others accountable</p> <p>Willingness to do the right thing, however difficult</p>
Quality	<p>Quality is not just one person's job. Describe a time when you identified a potential quality concern and addressed it personally before it became an issue?</p> <p>Give an example of a time when you recognized an opportunity for quality improvement in your department or group</p> <p>Tell me/us about a time when you missed an obvious solution to a problem</p> <p>Tell me/us about a recent job situation that required great precision and quality to complete a task.</p> <p>Tell me/us how you manage your daily work schedule to meet quality and safety needs?</p> <p>When have you found it valuable to use a detailed checklist or procedure list to reduce potential errors on the job?</p> <p>Give an example of a situation where you needed to pay attention to small but important details to maintain quality?</p>	<p>What was the outcome?</p> <p>Were you able to resolve the concern by yourself? If not, who else did you involve?</p> <p>What did you do?</p> <p>What did you do to take responsibility and fix the problem?</p> <p>What was the outcome?</p> <p>How did you handle the situation?</p> <p>What as the outcome?</p> <p>What would you do differently today?</p>	<p>Ability to connect job duties with quality outcomes</p> <p>Willingness to bring quality issues to the attention of appropriate others or to take personal action within scope of job duties</p>

	LEADING QUESTION	FOLLOW UP QUESTIONS	KEY CRITERIA
Trust	<p>Tell us what steps you personally take to build trust with your Supervisor and Co-workers?</p> <p>What actions would you take if you received feedback to suggest that your own actions were not seen to be trustworthy?</p> <p>Describe a situation where you helped motivate someone to improve his or her performance.</p> <p>We can sometimes recognize a small problem and fix it before it becomes a major problem.</p> <p>Describe a situation in which you forecasted a problem and prepared a strategy for handling it.</p> <p>Tell us about a time when you had to make a split second decision. What skills did you use?</p> <p>Tell us about a time when you had to deal with an uncomfortable situation at work.</p> <p>Tell us about a time when you had to let go of your need to control a situation.</p> <p>Tell us about a time when you went the extra mile to meet the needs of a patient.</p>	<p>What has been the impact on your working relationship with your Supervisor? Co-workers?</p> <p>What was the outcome?</p> <p>Give an example of how you acted to prevent a larger problem from occurring.</p> <p>How did it turn out?</p> <p>What was the outcome?</p> <p>How did you manage it?</p> <p>What was the issue?</p> <p>Why was it necessary for you to let go?</p>	<p>Commitment to "walking the talk"</p> <p>Awareness of the importance of relationship building</p> <p>Recognition that trust works both ways in effective relationships</p>