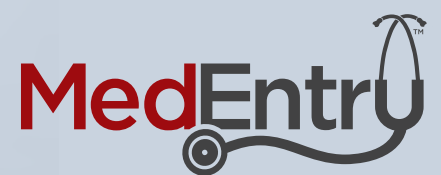




UCAT Handbook





Foreword

We wish to extend a warm welcome to you on behalf of all of the team at MedEntry. We realise how difficult, confusing and stressful entering medical and dental school can be, since we were in your position many years ago. We have helped tens of thousands of students enter medical schools in Australia, New Zealand, Ireland and the United Kingdom over the past two decades. Our aim is to help you too.

Whether you are a student, parent, teacher or careers adviser, we are here to assist. Our extensive knowledge regarding medicine, entry pathways, interviews and the UCAT means that you can be confident that you are in safe hands. We hope to have the pleasure of teaching you at one of our UCAT and interview workshops, and meeting you in future as one of our medical colleagues.



Dr Ray Boyapati
Co-Founder
Director of Education,
Australia & NZ



Dr Ann Deely
Co-Founder
Director of Education,
Ireland & UK



DR RAY BOYAPATI

**MBBS (Hons I) Monash, FRACP, MD
(Research, Edinburgh)
Gastroenterologist at Monash Health**

Dr Ray was School Captain of the selective entry Melbourne High School, and obtained an ATAR of 99.9 and UMAT percentile of 100. He was accepted into all medical schools and was awarded the Monash Scholarship for Exceptional Achievement.

His other awards include: Youth of the Year (State winner & National Finalist); Australian Students Prizes for Excellence; awards for public speaking; first class honours at Monash University medicine, medal for the highest achieving candidate in specialist examinations held by the Royal College of Physicians (RACP News, Vol. 32, No. 2, April 2012, p. 27).

Dr Ray has published over 30 peer reviewed articles in prestigious journals on his area of specialty, Inflammatory Bowel Disease. He has also presented his research at multiple national and international conferences. He has taught thousands of aspiring medical students (many of whom are now junior doctors and consultants) over the past two decades.



DR ANN DEELY

**MBBS (Hons I) Monash, FACD, FRCPI (Ireland)
Dermatologist at Cork University Hospital**

Dr Ann was School Captain of the selective entry MacRobertson Girls' High School, and obtained an ATAR of 99.9 and UMAT percentile of 100. She was accepted into all medical schools and held the Monash Scholarship for Excellence, which is awarded to the best incoming student each year.

Her other awards include: Premier's Awards, the Australian Students Prize, Achiever of the Year (awarded for the most outstanding co-curricular and community involvement each year in the state); Gold Medals in the University of NSW International Competitions and Assessments for Schools (ICAS); numerous awards for excellence in public speaking; Caltex Best All-rounder Award; State level Debater.

Dr Ann won an unprecedented three medals in the nationwide Dermatology Fellowship examinations ('The Mole' ACD Issue 102, Spring 2014, p. 8, 18; Health Link, Dec 2014 Issue 19, p. 14). Dr Ann has taught over 10,000 aspiring medical students.

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1

**How to get into
Medicine/Dentistry**

Undergraduate Entry Into Medicine / Dentistry

INTRODUCTION

Congratulations on your decision to pursue medicine or dentistry as a career! Medicine and dentistry are incredibly rewarding fields, with the opportunity to make a significant, positive difference to the lives of others.

However, getting into these courses can be a difficult, and often confusing process. In this part of the handbook we will cover how to get into medicine/dentistry, and provide an overview of the admissions requirements.

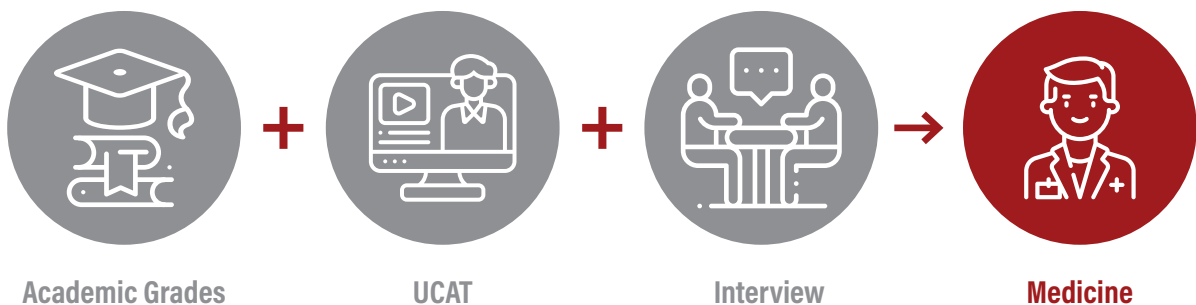
ENTRY CRITERIA

University websites can be difficult to navigate and their selection criteria for medicine/dentistry are often unclear.

Every university differs slightly in how they select students. You should research each university individually to see what their criteria are, and which course will suit you best. You can find detailed information regarding entry requirements in Part 4 of this handbook.

In general, entry into undergraduate Medicine and Dentistry is based on three criteria:

- Your academic grades: ATAR (Australian Tertiary Admission Rank), IB (International Baccalaureate) or university results
- Your score in UCAT (University Clinical Aptitude Test)
- Your score in an interview or oral assessment (some universities also require a written application)



This is very different to most other non-medical courses which require ATAR alone for entry.

These three criteria can be equally weighted, or some universities may put more emphasis on a particular criterion.

COURSE PRE-REQUISITES

Some universities also require specific pre-requisite subjects to be studied in your final years of high-school, such as chemistry for Monash University. Others may only 'highly recommend' that you study these subjects.

Thus, students need to ensure they select subjects that will satisfy these requirements. If you do not study a particular prerequisite subject and/or obtain a sufficient score in that subject, you will not be eligible for entry into some undergraduate medical courses.

Requirements differ between universities so it is important to research the particular universities that you are interested in. You can find details of prerequisite subjects for each course in part 4 of this handbook.

DON'T I NEED REALLY HIGH ACADEMIC SCORES TO GET INTO MEDICINE?

No, you do not necessarily need a top-tier ATAR or high university grades to gain entry into an undergraduate medical course. Universities differ in their requirements, but in general it is the combination of your UCAT, ATAR and interview score that will help you to gain entry into medicine. Generally, the higher your UCAT score, the lower your required ATAR.

However, this does not necessarily work in the reverse, because once your ATAR drops below 99.90, a poor UCAT score will not be overlooked for entry into your preferred medical school. Thus, a high ATAR score does not negate the need for a high UCAT score, whereas a high UCAT score will lessen the need for a top-tier ATAR score.



A top-tier ATAR is not the sole determinant of whether or not you will gain entry into undergraduate medicine

In fact, for most candidates to be eligible for entry into undergraduate medicine, they will need to **score highly in the UCAT first**. This is because at many universities, UCAT alone is used to select students for a medical interview. Without a sufficient UCAT score, even a perfect ATAR of 99.95 may not be enough to gain entry into some medical courses.

Students should also be aware of what universities set as their minimum required ATAR. The required ATAR for undergraduate medicine for each university varies slightly from year to year, depending on the demand for places. Furthermore, the minimum score published on a university's website may not always be realistic. For example, in theory

it is possible to gain entry into medicine at the University of New South Wales (UNSW) with an ATAR of 96 (according to UNSW's website). However, the median ATAR for students studying medicine at UNSW is in fact above the 99.7 mark.



A high UCAT score can help alleviate pressure on students wishing to gain entry into medicine as it can lower the required ATAR.

Given how difficult it can be to achieve such a high ATAR, your performance in the UCAT will be key to obtaining entry.

In fact, UCAT can provide an early indication of how likely it is that a student will achieve entry into their chosen medical degree. This is because students will receive their UCAT result on the same day that they sit the test. This provides a head start to students who achieve

an excellent UCAT score, as it will provide an indication as to what ATAR score they will need to achieve in their school exams to secure entry into medicine.

TO WHICH UNIVERSITIES SHOULD I APPLY?

MedEntry advises students to apply to every university offering their desired course, including interstate, if they are eligible to do so. This is because many universities require students to perform well in a medical interview. Due to the subjective nature of interviews, there is no guarantee of entry into a particular university. Students will maximise their chances of gaining entry into medicine if they apply to multiple universities.

In many countries such as New Zealand and the United Kingdom, there is a limit on the number of medical schools to which you can apply. There is no such limit for undergraduate medicine in Australia (there is a limit for graduate medicine, where you can only be interviewed by one university). It is therefore in your interest to take advantage of this, and apply to as many universities as possible. Note that New Zealand candidates can also apply to study medicine at Australian Universities.



Furthermore, in many countries such as the United States and Canada, you must pass a national licensing exam after graduating from medical school to practice as a doctor. However, in Australia, you will obtain your medical licence as soon as you graduate from any medical school. Therefore, the perceived ‘prestige’ of a university is not as relevant.

APPLYING TO STATE ACADEMIC AUTHORITIES

Students should be mindful that if they choose to apply interstate they will need to register with the various state academic authorities individually. Registering with only one of these academic authorities will not automatically register you with the others. Be mindful of application closing dates (usually the end of September each year).



Be mindful of state academic authority closing dates as they are often surprisingly early in the school year.

State	Academic Authority	Website
Victoria	Victorian Tertiary Admissions Centre (VTAC)	www.vtac.edu.au
New South Wales	Universities Admissions Centre (UAC)	www.uac.edu.au
Queensland	Queensland Tertiary Admissions Centre (QTAC)	www.qtac.edu.au
South Australia	South Australian Tertiary Admissions Centre (SATAC)	www.satac.edu.au
Western Australia	Tertiary Institutions Service Centre (TISC)	www.tisc.edu.au
Tasmania	University of Tasmania (UTAS)	www.utas.edu.au



Other Pathways into Medicine

WHAT IF I DON'T DO WELL IN UCAT?

If you do not achieve the required result in UCAT but have performed reasonably well in your ATAR, you can resit the UCAT and gain entry into undergraduate medicine the following year.



Some universities will NOT accept students who have commenced an undergraduate degree

Note that some universities will not accept students who have commenced another undergraduate degree. For example, you cannot begin a science or biomedicine degree at Melbourne University and then transfer into medicine at Monash University (this is because Monash University only accepts 'school leavers'). Furthermore, for the limited number of universities that do accept non-school leavers, the number of places available decreases.

Therefore, if your ATAR is high, but you do not achieve a sufficiently high UCAT score, instead of commencing an undergraduate degree, you should consider taking a gap year and re-sit the UCAT. The advantage of this is that you are still considered a 'school leaver'. All universities offering undergraduate medicine will still consider you as an applicant, and the number of places available to you will not decrease. In addition to preparing for UCAT, you could seek paid work, work experience and/or volunteer work in a health-related field. This will not only help you confirm that medicine is the career for you, but will also help you significantly in interviews and written applications.

Note that one university in Australia, James Cook University (JCU), does not require UCAT for direct entry into medicine. If you do not do well in UCAT, you can still apply to JCU. Keep in mind, however, that the focus of this course is rural and tropical medicine. If you are a city-based candidate without significant experience in rural areas, admission to JCU can be difficult.

Ultimately, the decision you make will depend on a number of factors, particularly your ATAR and UCAT scores. If you require guidance, please feel free to contact MedEntry. However, note that unless you choose to take the graduate pathway into medicine, almost all routes will require you to succeed in UCAT – it is crucial to being able to study undergraduate medicine.

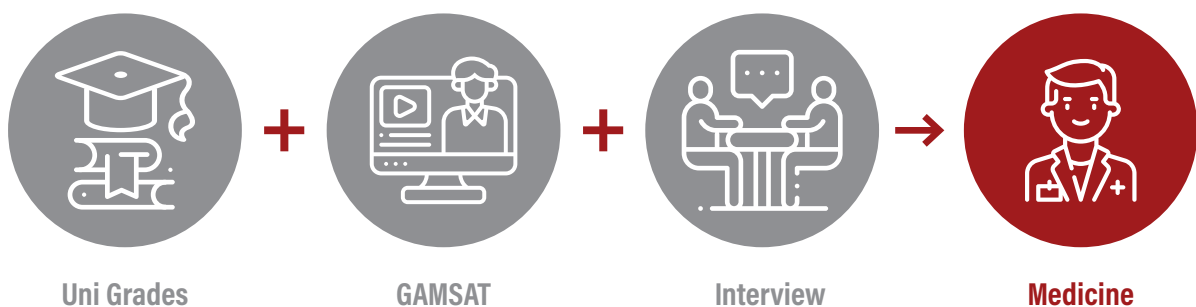
GRADUATE ENTRY MEDICINE

If you are unsure that you wish to study medicine, or you cannot gain entry into an undergraduate medical course, you have the option of pursuing graduate entry medicine.

An undergraduate course means you enter your chosen course straight away (that is, you commence studying medicine at university straight out of high school). In contrast, a graduate course means that you must first complete an undergraduate degree in another area of study, before entering medicine. The area of study you choose can be anything (for example, arts, commerce, law, business, economics) – it does not have to be science or biomedical science.

The three main criteria to get into Graduate entry medicine are:

- Your performance in the undergraduate degree, or Grade Point Average (GPA)
- Your score in GAMSAT (Graduate Medical School Admissions Test) or UCAT (for New Zealand universities and some Australian universities such as the University of Newcastle and Western Sydney University)
- Interview score (usually a multiple mini interview, or MMI)



If you achieve sufficiently high scores in the above assessments, then you will obtain entry into medicine.

Note that some universities use UCAT and not GAMSAT for graduates. These include the University of Western Sydney (UWS), the University of Newcastle, The University of New England, Otago University and Auckland University.

In general, the graduate entry pathway is longer and more expensive than the undergraduate one. If you are sure that you wish to pursue medicine, it is far less stressful, expensive and time consuming to obtain entry via the undergraduate pathway. You also need to consider the opportunity cost involved.

As one example, undergraduate medicine allows you to enter the field and practice earlier than graduate medicine. Undergraduates will generally obtain more clinical experience compared to those who take the graduate medical entry pathway (for example, via Melbourne University). Generally, those who choose the graduate route will end up practising medicine later in life. The graduate pathway is best for those who are very unsure of their career path or who are unable to obtain entry into medicine via the undergraduate route.

OTHER PATHWAYS INTO MEDICINE

NON-SCHOOL LEAVER ENTRY

for students who have commenced an undergraduate degree. Entry requirements vary depending on the university, course and the student's specific situation.

PROVISIONAL/ GUARANTEED ENTRY

this allows students who achieve a very high ATAR +/- UCAT to commence medicine after completing an undergraduate degree first. Such students do not need to sit GAMSAT.

MATURE AGE ENTRY

for students who completed high school several years ago.

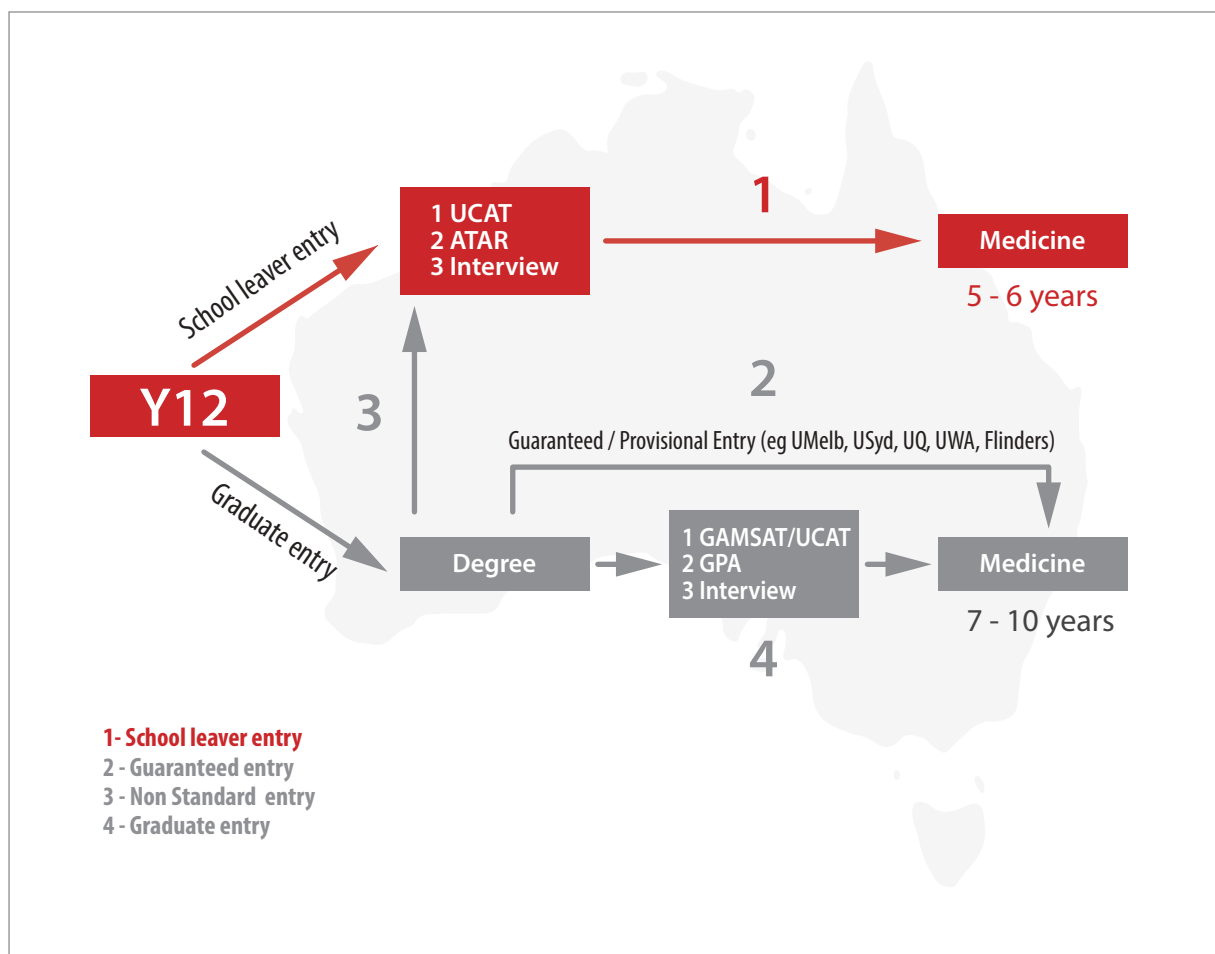


Figure 1: Pathways into medicine, Australia

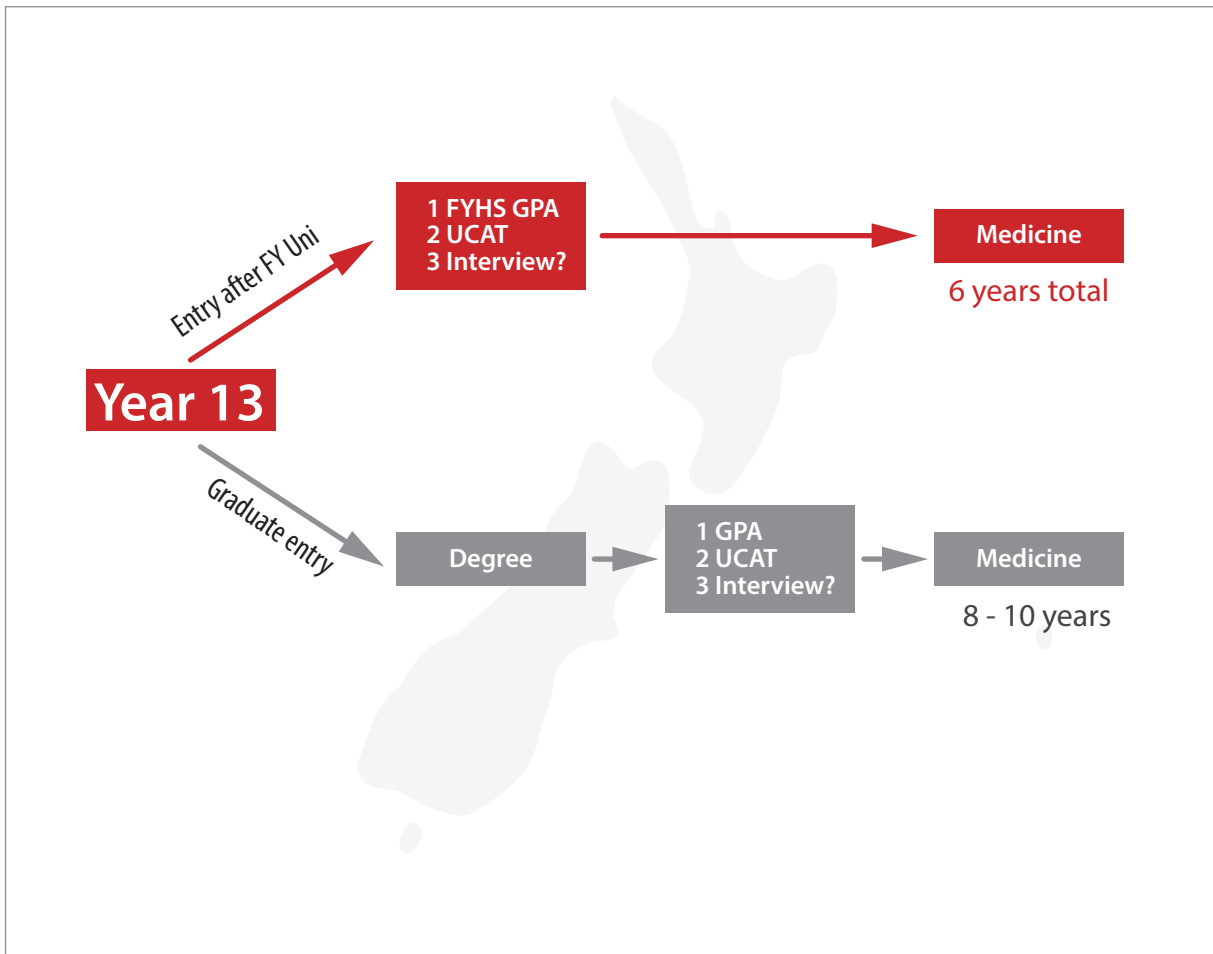


Figure 2: Pathways into medicine, New Zealand



What Should I Do Now?

FINAL YEAR OF HIGH SCHOOL / COMMENCED UNIVERSITY

If you are in your final year of high school or have commenced university, and have not already started your UCAT preparation, you should do so now!



- ✓ *Prepare for UCAT*
- ✓ *Research entry requirements*
- ✓ *Plan your year*

Unlike your school or university subjects, UCAT is not a knowledge-based exam. UCAT aims to measure a student's aptitude and suitability for studying medicine or dentistry, and therefore is a unique exam. Success in the UCAT will depend on your skills in answering specific UCAT style questions. UCAT preparation should be treated like an extra school subject and you should allocate your time accordingly. UCAT is in July so you will need to dedicate significant amounts of time in the early months of the year to prepare.

Consider which universities you would like to apply to, and if you have not already done so, research their entry requirements. Remember that some universities have specific prerequisite subjects that are required, some will require you to submit a written application, and some consider various subtests of the UCAT differently. This will help you plan your year.

You should also consider researching scholarships offered by different universities. Non-ATAR based Scholarship applications often close well before ATAR results are released so if you are interested in scholarships, it is important to start investigating your options early in the year. Rural students should check their additional eligibility through universities' rural entry schemes as these will often lower ATAR and UCAT requirements.

Once you have sat the UCAT and depending on how you performed, you will need to start preparing for medical interviews, if they are required by your desired universities. Check the interview dates for each university and make sure that you will not be away when interviews take place – sometimes dates can clash with schoolies or family holidays, for example. Universities will generally not reschedule interview dates, so you will need to work around them!

TWO YEARS FROM COMPLETING HIGH SCHOOL

Make sure you are studying the required prerequisite subjects needed by your preferred medical courses. Your remaining subjects should be subjects that you enjoy and excel in, but also those which will help you to obtain a high ATAR.



- ✓ **Consider starting UCAT preparation**
- ✓ **Research entry requirements**
- ✓ **Engage in work experience or volunteer work**

MedEntry recommends that you begin your UCAT preparation as early as possible. Because UCAT is a skills-based exam, you cannot ‘cram’ for it in a short period of time. You need to learn, practice and master the skills required to succeed in the UCAT over a period of time. Furthermore, the sooner you begin your UCAT preparation, the less stress you will be under next year, when you will be busy with your final exams.

Also ensure that you have done some work experience and/or volunteer work in the medical field. This may include work at your local aged care facility, hospital, medical centre or other volunteer organisation. It is important that you begin this early, as you will be busy in your final year of high school. Having quality work experience or volunteer work on your university application and being able to talk about it in your medical interviews will set you apart from other medical school aspirants.

Most universities will expect that prospective candidates will have done some work experience so they understand the role of a health professional. Volunteer work demonstrates to the university that you truly are a well-rounded individual who cares for the community and are pursuing a career in medicine or health science for the right reasons. Importantly, participating in this kind of work will give you a real taste of what is required to succeed and excel in the medical field but also whether or not this type of work is right for you.

THREE YEARS FROM COMPLETING HIGH SCHOOL

Your research on different university requirements should begin now! Make a shortlist of universities at which you would like to study medicine. Note down each university’s selection criteria and any prerequisite subjects they may require. This will help you choose your subjects for your final year of high school. It will also encourage you to focus on your weaknesses if one of these subjects, such as English, is required by your preferred university.



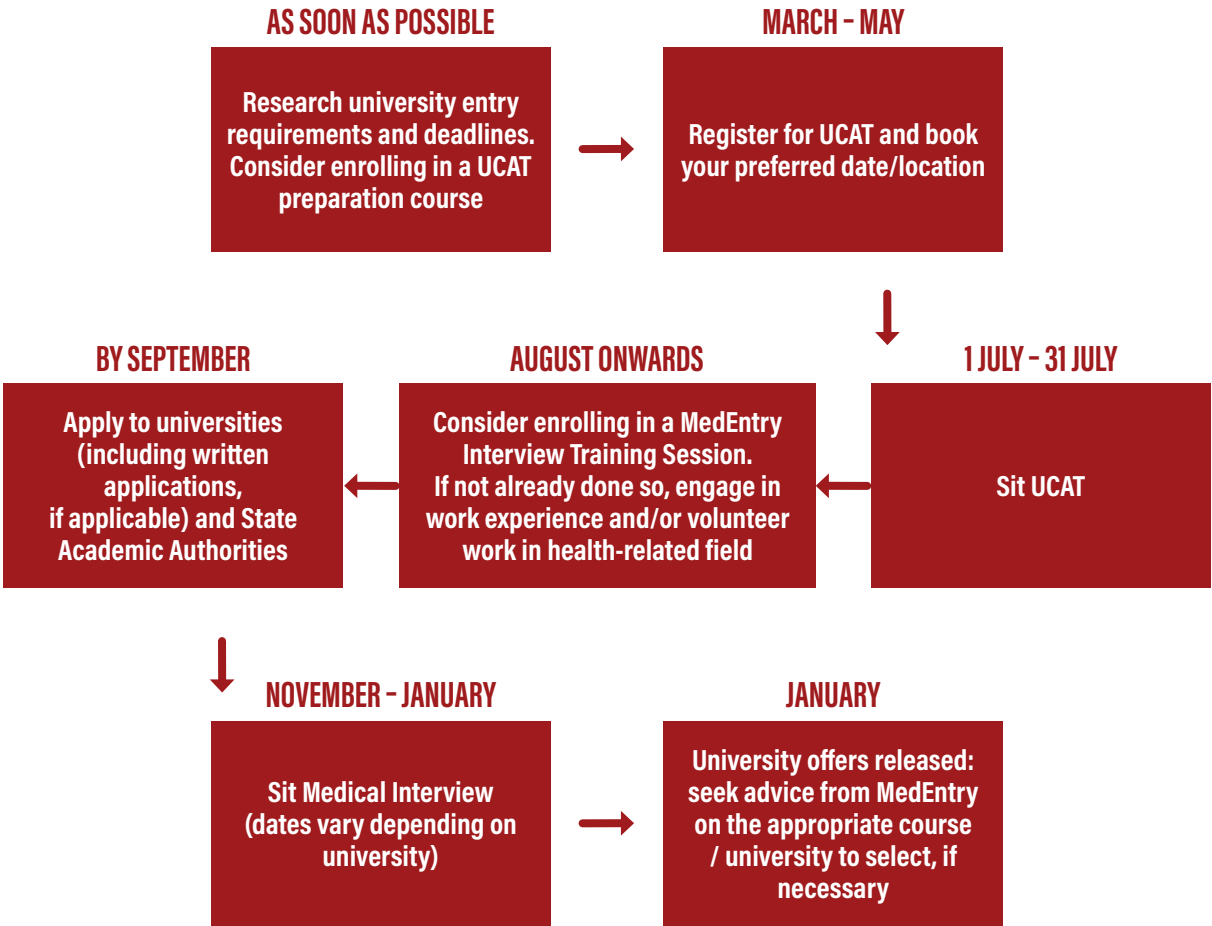
- ✓ **Research entry requirements**
- ✓ **Engage in work experience or volunteer work**
- ✓ **Consider starting UCAT preparation**

Begin looking for work experience and volunteer work in the medical field (please see section above for more details).

Some students start preparing for UCAT before their final years of schooling, and if you are motivated, go for it! The earlier you start preparing for a generic skills test such as UCAT, the better. Most of the skills needed to succeed in the UCAT need to be developed over a period of time. Note that you will not be able to actually sit the UCAT until your final year of schooling.

SAMPLE TIMELINE

Following is a sample timeline for students who are in their final year of schooling or have started studying at university.





2

**University Clinical
Aptitude Test (UCAT)**

Introduction to UCAT

The University Clinical Aptitude Test (UCAT) is a very difficult test and is different from any exam you have ever sat before. It is also a very important criterion for getting into medicine and dentistry. In this part of the handbook, we will cover UCAT in detail, including how to prepare for it.

WHAT IS UCAT?

UCAT stands for University Clinical Aptitude Test. It is used by most universities in Australia, New Zealand and the United Kingdom to select students for entry into medicine and dentistry.

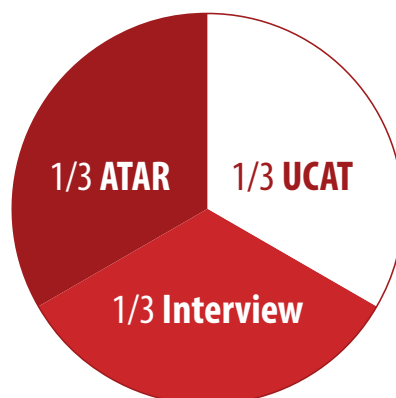
UCAT is a two-hour, computer-based test in multiple-choice question format. It is administered by Pearson VUE on behalf of the UCAT Consortium of universities.

HOW IMPORTANT IS UCAT?

UCAT is vitally important, and in some cases is even more important than your high school or university performance in determining entry into medicine. For example, for medicine at Monash University and the University of New South Wales, UCAT is weighted at 33% of the entry criteria:



In some cases, UCAT is even more important than academic performance in determining entry into medicine



For medicine at Western Sydney University and the University of Newcastle, UCAT is the **sole criterion** used to invite students to interview once a threshold minimum ATAR or GPA is achieved.

HOW HARD IS UCAT?

UCAT is a very difficult test. UCAT questions are completely different to those you will have encountered at school or university. UCAT is also highly time pressured, and the vast majority of students do not finish the test. It requires extreme concentration, quick thinking and solid test taking skills.

The good news? It is possible to prepare for and do well in UCAT.

WHAT WILL IT BE LIKE SITTING UCAT?

UCAT is very different to pen and paper examinations that you are used to sitting in school and university. If you have ever sat a driver's licence theory exam, the UCAT environment will be similar. You will be in a room with other candidates, some of whom may be sitting tests other than UCAT.



UCAT is a computer-based test. You can see what it is like by accessing MedEntry's Free Diagnostic Exam

You will be provided with a computer screen, keyboard and mouse. You can use headphones or earplugs to minimise distractions during the test.

You will also have access to a UCAT Noteboard and marker pen so you can make notes during the test. You will be provided with one if you attend a MedEntry Workshop so you can familiarise yourself with it.

There is a one-minute timed instruction screen between each UCAT subtest. There are no scheduled breaks in the test. If you need to go to the bathroom, the UCAT timer will keep ticking!

You can see what the UCAT is like by accessing MedEntry's Free Diagnostic exam, accessible under 'Free Resources' on the MedEntry website.

WHAT ARE THE UCAT SECTIONS?

UCAT is composed of five sections, known as subtests:

1 VERBAL REASONING:	2 DECISION MAKING:	3 QUANTITATIVE REASONING:	4 ABSTRACT REASONING:	5 SITUATIONAL JUDGEMENT:
assesses your ability to critically evaluate information presented in a written form and draw logical conclusions	assesses your ability to problem solve and evaluate arguments	assesses your ability to use numerical reasoning to draw valid conclusions	assesses your ability to identify patterns and relationships using non-verbal images	assesses your ability to identify critical factors and appropriate behaviour when dealing with real life situations
COGNITIVE SUBTESTS				NON-COGNITIVE SUBTEST

The first four subtests are known as ‘cognitive subtests’ and Situational Judgement is classed as a ‘non-cognitive’ subtest. Some universities do not consider the Situational Judgement subtest when determining entry into medicine. For further details, please consult part 4 of this handbook.

WHAT IS THE STRUCTURE OF UCAT?

UCAT is composed of 233 questions, to be answered in 120 minutes. The table below displays the timing for each UCAT subtest:

UCAT Subtest	Questions	Subtest Duration	Time Per Question
Verbal Reasoning	44	21 minutes	~28 seconds
Decision Making	29	31 minutes	~60 seconds
Quantitative Reasoning	36	24 minutes	40 seconds
Abstract Reasoning	55	13 minutes	~14 seconds
Situational Judgement	69	26 minutes	~22 seconds



As you can see from the above table, UCAT is extremely time pressured. In fact, every year more than 20% of candidates fail to answer every question (that is, they run out of time to even make a random guess!).

Therefore, it is vital that you understand and practice the strategies required to deal with this time pressure, covered in detail in MedEntry UCAT Courses.



UCAT is extremely time pressured and the majority of candidates struggle to finish it

DO I NEED TO SIT UCAT?

You will need to sit UCAT if you are interested in applying to any of the following courses:

University	Course or Programme
The University of Adelaide	Medicine, Dental Surgery, Oral Health
Charles Sturt University	Dental Science. Medicine (as part of WSU/CSU joint program)
Curtin University	Medicine
Flinders University	Clinical Sciences / Medicine
La Trobe University	Dental Science
Monash University	Medicine
The University of Newcastle / University of New England	Joint Medical Program
The University of New South Wales	Medicine
The University of Queensland	Medicine (provisional entry), Dental Science
University of Tasmania	Medicine
The University of Western Australia	Medicine, Dental Surgery
Western Sydney University	Medicine (as part of WSU/CSU joint program)
The University of Auckland	Medicine
University of Otago	Medicine, Dentistry

WHEN IS UCAT HELD?

UCAT takes place over the month of July. You choose the time, date and location that you wish to sit UCAT.

You can only sit UCAT once per testing cycle. UCAT results are valid for one year.

HOW DO I REGISTER TO SIT UCAT?

To register for UCAT, you should visit the Pearson VUE website. You will need to first create an account with Pearson VUE, and then book your desired testing date, time and location.

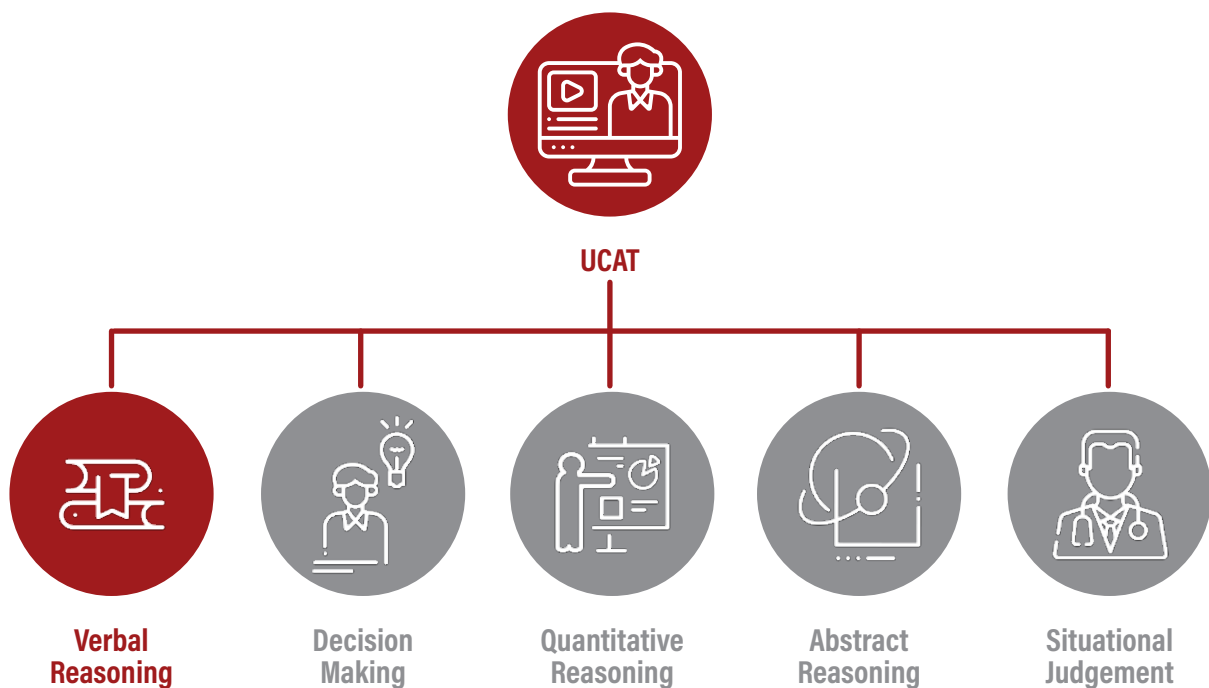
Further detailed instructions on how to register for the test can be found on the UCAT Official website: <https://www.ucat.edu.au/ucat-anz/registration-booking/>

UCAT Verbal Reasoning

In this section, we will cover what Verbal Reasoning entails, and how to effectively answer Verbal Reasoning questions.

WHAT IS VERBAL REASONING?

The Verbal Reasoning subtest is the first section in UCAT. It assesses your ability to quickly read a passage, locate relevant information, critically evaluate it, and make logical conclusions.



WHY IS VERBAL REASONING IMPORTANT IN MEDICINE?

Verbal Reasoning is an important skill in medicine. Doctors need to interpret information from textbooks, journals, referral letters and other sources quickly, and communicate information clearly to other health professionals and patients. They also need to critically appraise research findings in order to provide patients with the best possible care.

WHAT IS THE STRUCTURE OF VERBAL REASONING?



The Verbal Reasoning subtest is composed of 11 passages of text (ranging from 200 to 400 words), each with 4 associated questions, giving a total of 44 questions.

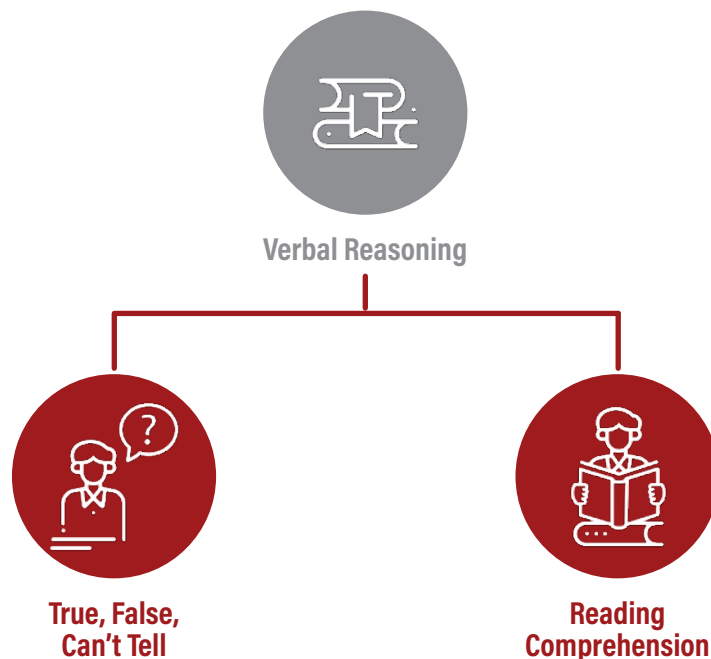


Most students find Verbal Reasoning the most time-pressured subtest

You have 21 minutes to complete these questions, which is under 2 minutes per unit, and under 30 seconds per question! It is generally the most time pressured UCAT subtest, and the one that most candidates struggle to finish.

WHAT ARE THE MAIN TYPES OF UCAT VERBAL REASONING QUESTIONS?

There are two main types question in the Verbal Reasoning subtest.





'True, False, Can't Tell' questions

In these questions, you will be presented with a passage associated with four statements. For each statement, you must decide if, based on the information in the text, the statement is:

- True
- False
- Can't tell (*that is, you cannot tell from the passage whether the statement is true or false*)

Example Question - True, False, Can't Tell

Time limit per question - ~28 seconds

Passage:

There are several species of citrus trees whose fruits are called limes, including the Key lime (*Citrus aurantiifolia*), Persian lime (*Citrus latifolia*), kaffir lime (*Citrus hystrix*), and desert lime (*Citrus glauca*). Persian limes are more phototoxic than Key limes. The difficulty in identifying exactly which species of fruit are called lime in different parts of the English-speaking world is increased by the botanical complexity of the citrus genus itself, to which the majority of limes belong. Species of this genus readily interbreed, and it is only recently that genetic studies have started to throw light on the structure of the genus. The majority of cultivated lime species are in reality bred from two different "parent" species through hybridisation, produced from the citron (*Citrus medica*), the mandarin orange (*Citrus reticulata*), the pomelo (*Citrus maxima*) and in particular with many lime varieties, the micrantha (*Citrus micrantha*).

Although the precise origin is uncertain, wild limes are believed to have first grown in Indonesia or Southeast Asia, and then were transported to the Mediterranean region and North Africa around 1000 CE. To prevent scurvy during the 19th century, British sailors were issued a daily allowance of citrus, such as lemon, and later switched to lime. The use of citrus was initially a closely guarded military secret, as scurvy was a common scourge of various national navies, and the ability to remain at sea for lengthy periods without contracting the disorder was a huge benefit for the British military. British sailors thus acquired the nickname "Limey" because of their use of limes.

Raw limes are 88% water, 10% carbohydrates and less than 1% each of fat and protein. Only vitamin C content at 35% of the Daily Value (DV) per 100g serving is significant for nutrition, with other nutrients present in low DV amounts. Lime juice contains about 47 g/L of citric acid, slightly less than the citric acid of lemon juice, nearly twice the citric acid of grapefruit juice, and about five times the amount of citric acid found in orange juice. Phototoxicity in lime species is due to higher concentrations of furanocoumarins, and lime peel contains higher concentrations of furanocoumarins than lime pulp (by one or two orders of magnitude).

Question:

Citrus latifolia contains higher concentrations of furanocoumarins than *Citrus aurantiifolia*.

- (A) True
- (B) False
- (C) Can't Tell

Answer: A

Solution:

The information required to answer this question is scattered throughout the passage. In the first paragraph, it is given that *Citrus latifolia* is another name for Persian limes, and *Citrus aurantiifolia* is another name for Key limes. The passage then states that "Persian limes are more phototoxic than Key limes". Additionally, in the last paragraph, the passage states that "Phototoxicity in lime species is due to higher concentrations of furanocoumarins". Since Persian limes are more phototoxic than Key limes, then Persian limes must have higher concentrations of furanocoumarins than Key limes, so the answer is A – true.



Reading Comprehension questions

In these questions, you will be provided with an incomplete statement or question, and will be required to choose one of four options that can best be concluded based on the passage. You will need to use critical thinking and logical reasoning skills to arrive at the correct answer.

Example Question - Reading Comprehension

Time limit per question – ~28 seconds

Passage:

The Mechanical Turk was a fake chess-playing machine, constructed and unveiled in 1770 by Wolfgang von Kempelen to impress the Empress Maria Theresa of Austria. The Turk appeared to be able to play a strong game of chess against a human opponent, as well as perform the knight's tour, a puzzle that requires the player to move a knight to occupy every square of a chessboard exactly once. Until its destruction by fire, it was exhibited by various owners as an automaton, though it was eventually revealed to be an elaborate hoax.

Following word of its debut, interest in the machine grew across Europe. Kempelen, however, was more interested in his other projects and avoided exhibiting the Turk, often lying about the machine's repair status to prospective challengers. In the decade following its debut at Schönbrunn Palace, the Turk only played one opponent, Sir Robert Murray Keith, a Scottish noble, and Kempelen went as far as dismantling the Turk entirely following the match. Kempelen was quoted as referring to the invention as a "mere bagatelle", as he was not pleased with its popularity and would rather continue work on steam engines and machines that replicated human speech.

In 1781, Kempelen was ordered by Emperor Joseph II to reconstruct the Turk and deliver it to Vienna for a state visit from Grand Duke Paul of Russia and his wife. The appearance was so successful that Grand Duke Paul suggested a tour of Europe for the Turk, a request to which Kempelen reluctantly agreed. The Turk began its European tour in 1783, beginning with an appearance in France in April. Upon arrival in Paris in May 1783, it was displayed to the public and played a variety of opponents, including a lawyer named Mr. Bernard who was a second rank in chess ability. Following the sessions at Versailles, demands increased for a match with François-André Danican Philidor, who was considered the best chess player of his time. Moving to the Café de la Régence, the machine played many of the most skilled players, often losing, until securing a match with Philidor at the Académie des Sciences.

While Philidor won his match with the Turk, Philidor's son noted that his father called it "his most fatiguing game of chess ever!" The Turk's final game in Paris was against Benjamin Franklin, who was serving as ambassador to France from the United States.

Question:

Which of the following statements cannot be inferred from the passage?

- (A) The Turk began its tour of Europe in April of 1783.
- (B) During its European tour, the Turk won almost all of its matches.
- (C) Philidor found his match with the Turk challenging.
- (D) The Turk's visit to Vienna preceded its appearance in Paris.

Answer: B

Solution:

Note the use of the word 'cannot' in the question stem. We are looking for an option that cannot be concluded. Options A, C, and D are incorrect as they can ALL be reasonably inferred from the passage.

Option A can be inferred as the passage states that "The Turk began its European tour in 1783, beginning with an appearance in France in April".

Option C can be inferred as the passage states that Philidor's son "noted that his father called it 'his most fatiguing game of chess ever!'"

Option D can be inferred as the passage states that the Turk's European tour (including its stop in Paris) was suggested as a result of the success of its appearance in Vienna. Note that 'precede' means to come before.

Option B cannot be reasonably inferred as the passage never suggests that the Turk won the majority of its matches – indeed, the passage states that at the Café de la Régence, "the machine played many of the most skilled players, often losing". The right answer is therefore option B.

WHAT STRATEGIES CAN I USE TO ANSWER VERBAL REASONING QUESTIONS?

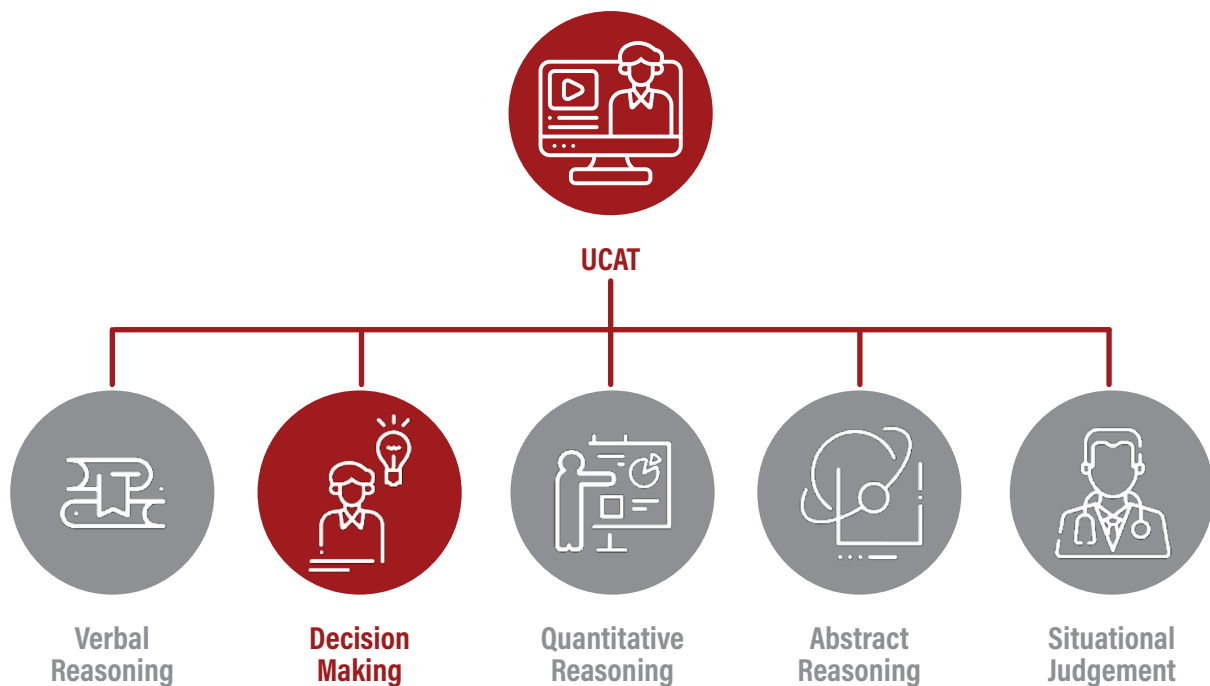
There are many strategies that can be used to answer Verbal Reasoning questions quickly and accurately. These include speed reading, keyword searching, understanding logical fallacies and applying a critical thinking framework. These techniques and many others are covered in detail in MedEntry's UCAT courses.

UCAT Decision Making

In this section, we will cover what Decision Making entails, and how to effectively answer Decision Making questions.

WHAT IS DECISION MAKING?

Decision Making is the second subtest of the UCAT. It assesses your ability to solve problems, draw logical conclusions and evaluate arguments.



WHY IS DECISION MAKING IMPORTANT IN MEDICINE?

Decision making is central to the role of a health professional. Doctors need to be able to solve problems, manage risk and deal with uncertainty. Furthermore, health professionals are often required to make decisions quickly, in complex or stressful situations.

WHAT IS THE STRUCTURE OF DECISION MAKING?

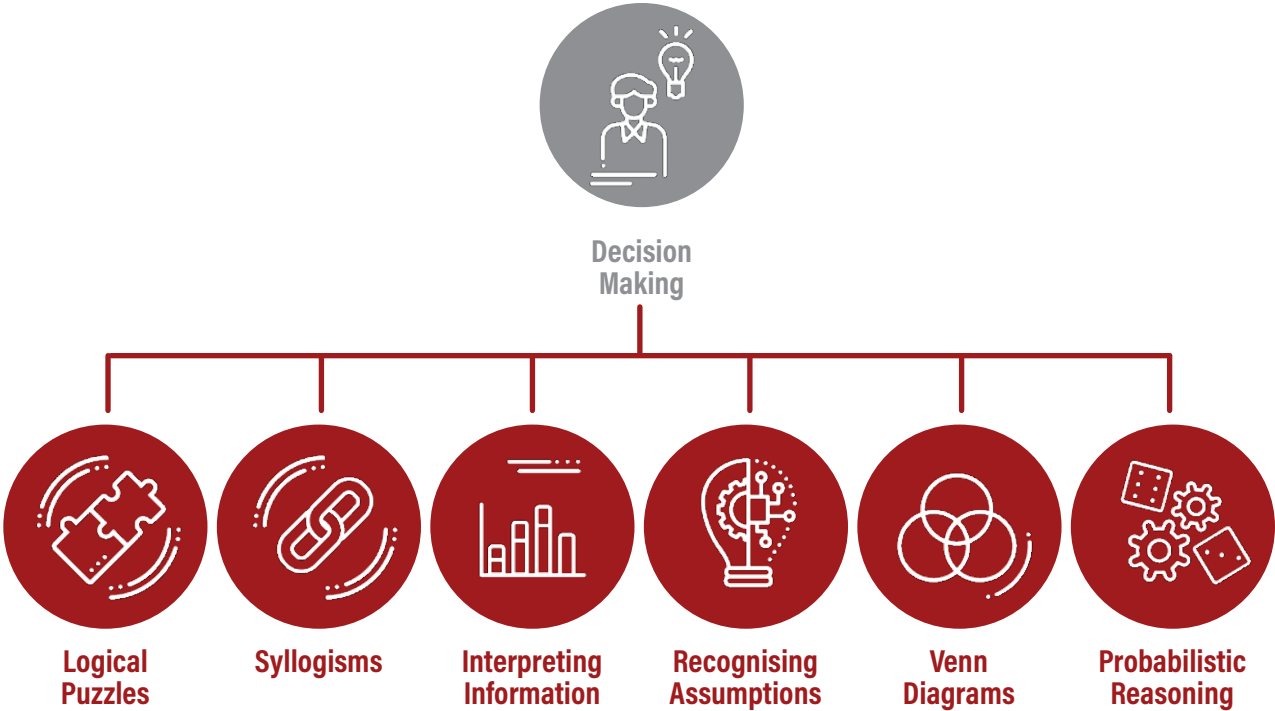


The Decision Making subtest is composed of 29 questions. Each question is ‘individual’ – that is, each is associated with text and/or a diagram, followed by an independent question. Your task is to select the best answer.

You will have 31 minutes to answer the questions, which is just over one minute per question.

WHAT ARE THE TYPES OF DECISION MAKING QUESTION?

UCAT Decision Making is the most diverse of the UCAT subtests, with a mixture of question types. There are six major types of question:





Marks for 'Drag and Drop' Decision Making questions range from 0 to 2.

Most UCAT Decision Making questions are presented in standard multiple choice 'best out of four options' format. However, syllogisms and interpreting information questions are presented differently. In these types of question, you will be provided with a series of five conclusions, and you will need to decide

whether the conclusion does or does not follow. You will be required to 'drag and drop' a 'Yes' or 'No' response next to each statement.

'Drag and Drop' Decision Making questions are marked differently. Marks range from 0 to 2, with partially correct responses being awarded 1 mark.

Each type of question will be discussed below.



Logical puzzles

These questions present you with a puzzle or game that you need to solve in order to arrive at the answer. You are usually presented with text, with or without an accompanying diagram.

Example Question - Logical Puzzles

Time limit per question - ~60 seconds

Stimulus:

An Olympic athlete has put her medals up on the wall for everyone to admire. She has won six medals— two gold and four silver. The medals are from two Olympics, 2000 and 2004.

The medals are arranged as shown:

1	2	3
4	5	6

- Medal 2 is gold.
- Both gold medals were won in the 2004 Olympics.
- Medals 1 and 3 were won in 2000.
- At most only three silver medals are on the corners.
- All medals won in 2000 are hung adjacent to at least two medals won in 2004.

Question:

Which of the following could be the kinds of medals that 4, 5, and 6 are, respectively?

- (A) Gold, silver, gold.
- (B) Silver, gold, silver.
- (C) Silver, silver, gold.
- (D) Silver, silver, silver.

Answer: C

Solution:

It is useful to draw a diagram to summarise the rules:

S/'00	G/'04	S/'00
?/'04	S/'??	?/'04

We know there is a gold medal in spot 2. We also know that it is from 2004, as it is a gold medal. Medals 1 and 3 are from 2000, so they must also be silver medals. From these, we know that medals 4 and 6 are from 2004, as medals from 2000 are hung adjacent to at least two medals won in 2004. Finally, as we know that a maximum of 3 silvers can be on the corners, and because 1 and 3 are already known silver medals, then medal 5 must be silver.

The order of the last row could either be gold, silver, silver or silver, silver, gold (option C).



Syllogisms

This type of question requires you to use deductive reasoning to assess a series of conclusions. You will need to decide whether each conclusion does or does not follow from the information provided. You will need to 'drag and drop' your answer accordingly.

Example Question - Syllogisms

Time limit per question - ~60 seconds

Stimulus:

At a conference for anaesthetists in Sydney last year, none were men who had subspecialised in chronic pain management.

Question:

Place "Yes" if the conclusion does follow. Place "No" if the conclusion does not follow

Only female anaesthetists in were present at the conference	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Any man at conference was not a chronic pain management specialist	<input type="checkbox"/>	
There were female anaesthetists who had subspecialized in chronic pain at the conference	<input type="checkbox"/>	
Very few male anaesthetists were present at the conference	<input type="checkbox"/>	
No anaesthetists at the conference who had subspecialized in chronic pain management was a man	<input type="checkbox"/>	

Answers/Solution:

Statement 1: No. Anaesthetists who were male but had subspecialised in other areas may have been present at the conference.

Statement 2: Yes. No attendee who had subspecialised in chronic pain management was a man at the conference.

Statement 3: No. This assumes that there were people who attended the conference who had subspecialised in chronic pain management (i.e. potentially no one who had subspecialised in chronic pain management attended).

Statement 4: No. The stimulus only reflects on the number of males in the subspecialty of chronic pain management at the conference, not the total number of male attendees.

Statement 5: Yes. This is an accurate reflection of the statement.



Interpreting Information

In these questions, you may be provided with text, charts and/or graphs. Your task is to interpret the information and decide whether each conclusion does or does not follow. You will need to 'drag and drop' your answer accordingly.

Example Question - Interpreting Information

Time limit per question - ~60 seconds

Stimulus:

Jeremy, Tony, Jacob and Lucy are students who go to the same school. Jeremy only follows 2 people from school on Instagram. Everyone at school follows Lucy. The only people whom Tony follows on Instagram are those who follow him first, and Tony follows Jeremy.

Question:

Place 'Yes' if the conclusion does follow. Place 'No' if the conclusion does not follow.

The only people who Jeremy follows from school are Tony and Lucy	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lucy follows Tony	<input type="checkbox"/>	
Jacob follows Lucy	<input type="checkbox"/>	
The number of people who follow Tony must be greater than or equal to the number of people who are followed by Tony	<input type="checkbox"/>	
Lucy follows Jeremy	<input type="checkbox"/>	

Answer/Solution:

Statement 1: Yes. It is given that Jeremy only follows 2 people from school on Instagram. Since Tony follows Jeremy, Jeremy must have followed Tony first (since Tony only follows people who follow him first). In addition, everyone at school follows Lucy; therefore, Jeremy follows Lucy. Therefore, the two people from school whom Jeremy follows are Lucy and Tony.

Statement 2: Yes. It is given that everyone at school follows Lucy, indicating that Tony also follows Lucy. Since Tony only follows people who follow him first, Lucy must follow Tony.

Statement 3: Yes. Everyone at school follows Lucy, and therefore Jacob must follow Lucy since they are students from the same school.

Statement 4: Yes. The number of people who follow Tony must be greater than or equal to the number of people who are followed by Tony, as the only people Tony follows are those who follow him first.

Statement 5: No. There is no information which suggests that Lucy follows Jeremy.



Recognising Assumptions

These questions are perhaps the strangest in UCAT and can be very unfamiliar unless you have acquired and practiced effective strategies to answer them. You will be required to analyse a statement and four associated arguments. You will need to choose the strongest argument from among the available options.

Example Question - Recognising Assumptions

Time limit per question - ~60 seconds

Stimulus:

Should the Australian government be able to monitor and read all telephone conversations?

Question:

Select the strongest argument from the statements below.

- A) Yes, it is important for police to be able to prevent terrorism
- B) Yes, so that the government can help plan for infrastructure
- C) No, because it would be technically very difficult to do this
- D) No, because it is a serious infringement of civil liberties

Answer: D

Solution:

Option A is incorrect as the statement refers to police rather than the government. Furthermore, terrorism is not referred to in the stimulus. Option B is incorrect as although planning for infrastructure is important, there is no link between why monitoring all telephone conversations is needed to do this well. Option C is incorrect as the question is about whether it should be done rather than whether it can be done. Option D is the best answer because it directly addresses the question asked and provides a reasonable reason why objections may be raised from citizens.



Venn diagrams

These questions require an understanding of Venn diagrams. You may be presented with:

- A Venn diagram
- A series of statements requiring you to draw a Venn diagram
- Several Venn diagrams that represent information

You will need to choose the correct answer from among the available options.

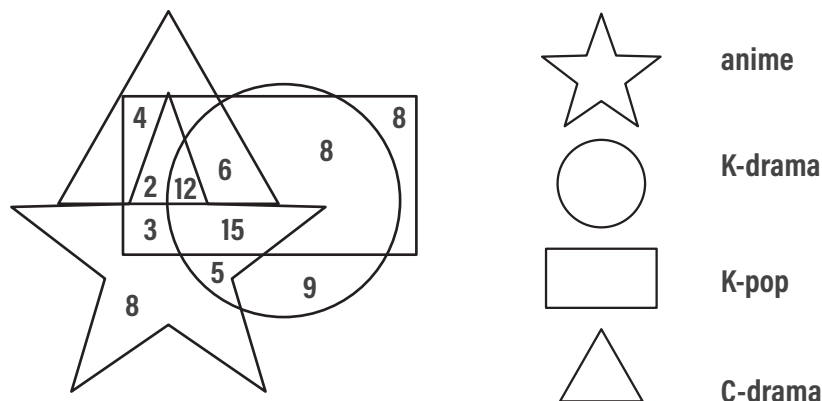
The diagrams presented in UCAT can look unusual due to the variety of shapes that are used. It is important to have a strong understanding of how Venn diagrams work to answer these questions.

Example Question - Venn Diagrams

Time limit per question - ~60 seconds

Stimulus:

A survey was conducted across some classes in a school to determine the forms of Asian entertainment media that its students engaged with in their spare time.



Question:

Which of the following statements is true?

- (A) More students engaged with C-dramas and anime, than K-dramas and K-pop only.
- (B) A total of 17 students engaged with anime and K-pop but not K-dramas.
- (C) Less than 20% of all students who engaged with K-dramas also engaged with anime.
- (D) Less than half of the students surveyed engaged with K-pop.

Answer: A

Solution:

There are 14 students ($2 + 12$) who engaged with C-dramas and anime (region enclosed by the triangle and star). There are 8 students who engaged with K-dramas and K-pop only (region enclosed by the circle and rectangle only). Therefore, more students engaged with C-dramas and anime, than K-dramas and K-pop only – A is correct. To save time, it would be important to move on after selecting A, and not waste time checking the other responses. However, they will be discussed for completeness.

Only 5 students ($2 + 3$) engaged with anime and K-pop but not K-dramas (region enclosed by the star and rectangle but not the circle) – B is incorrect.

More than half of the students who watched K-drama (region enclosed by circle) also watched anime (region enclosed by the star) – this is evident after observing that the number of students who watched K-drama but not anime is 23 ($8 + 9 + 6$), which is less than the number of students who watched K-drama and anime ($15 + 12 + 5 = 32$) – C is incorrect.

It can be estimated that more than half of the students surveyed engaged with K-pop. There are 28 ($6 + 8 + 9 + 5$) students who did not engage with K-pop (region outside the rectangle). This is less than the number of students who did engage with K-pop (region enclosed by the rectangle), which is more than 33 ($15 + 12 + 6 = 33$; using just some of the values enclosed by the rectangle which already add up to a total greater than 23). Therefore D is incorrect. For reference, there are a total of 58 students who engaged with K-pop ($4 + 2 + 12 + 6 + 3 + 15 + 8 + 8 = 58$), out of a total of 86 students ($58 + 28 = 86$).



Probabilistic reasoning

In these questions, you will be provided with a passage of text containing statistical information. You will need to use your understanding of probability principles to select the best answer.

Example Question - Probabilistic Reasoning

Time limit per question – ~60 seconds

Stimulus:

Joe has five 50 cent and three 5 cent pieces.

He picks two of these coins at random, one after another.

Joe states that the probability that both coins will be 50 cent pieces is $1/4$.

Question:

Is Joe correct?

- (A) Yes, because there is a $1/2$ chance of the first coin being a 50 cent coin and $1/2$ chance that the second is a 50 cent coin
- (B) Yes, because he picks the coins at random.
- (C) No, the probability is $5/16$
- (D) No, the probability is $5/14$

Answer: D

Solution:

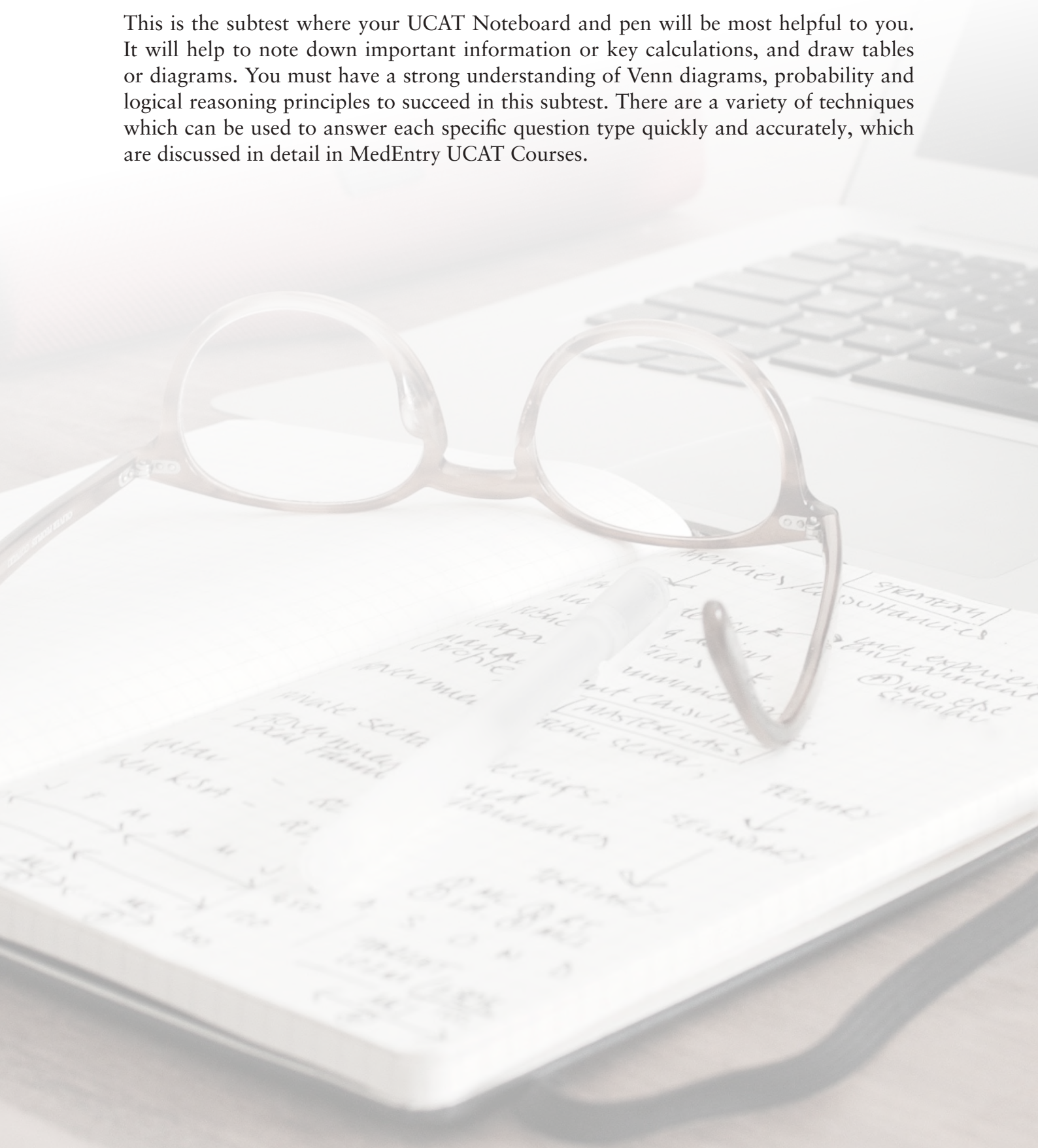
The probability of the first coin Joe picks being a 50 cent piece is $5/8$, since 5 of the 8 coins are 50 cent pieces.

Joe does not replace this coin – thus, there are now only 7 coins remaining, 4 of which are 50 cent pieces. Therefore, the probability of the second coin he picks being a 50 cent piece is $4/7$.

Thus, the probability that both coins will be 50 cent pieces is $5/8 \times 4/7 = 20/56 = 5/14$

WHAT STRATEGIES CAN I USE TO ANSWER DECISION MAKING QUESTIONS?

This is the subtest where your UCAT Noteboard and pen will be most helpful to you. It will help to note down important information or key calculations, and draw tables or diagrams. You must have a strong understanding of Venn diagrams, probability and logical reasoning principles to succeed in this subtest. There are a variety of techniques which can be used to answer each specific question type quickly and accurately, which are discussed in detail in MedEntry UCAT Courses.



UCAT Quantitative Reasoning

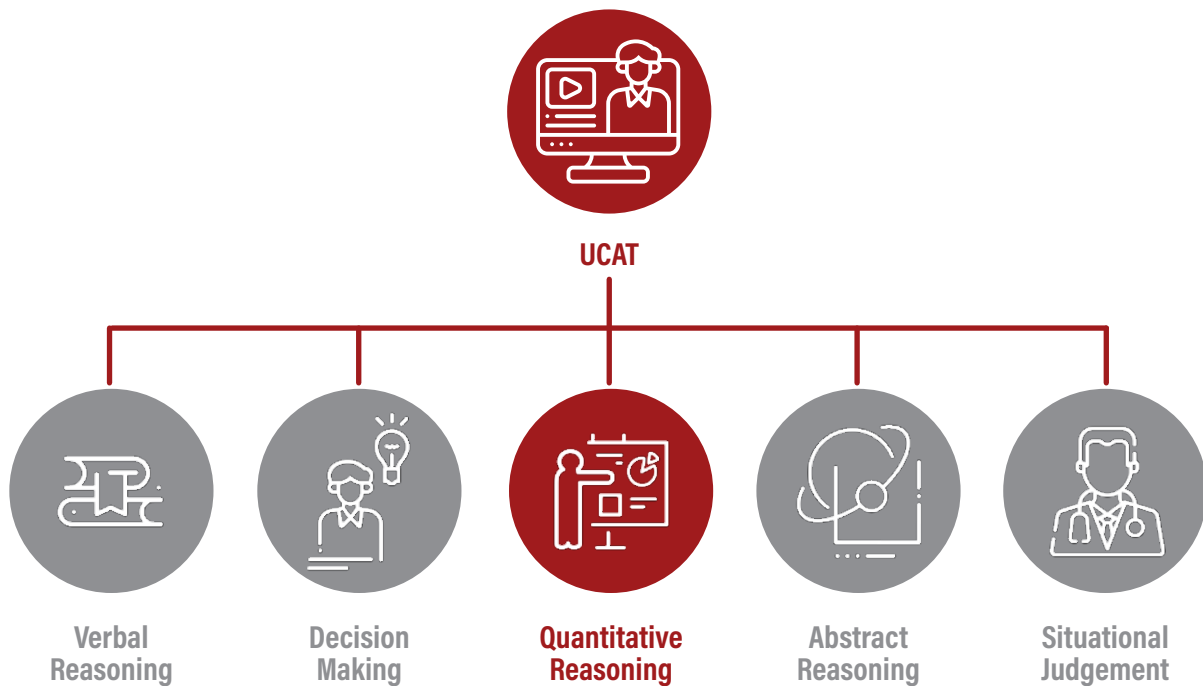
In this section, we will cover what Quantitative Reasoning entails, and how to effectively answer Quantitative Reasoning questions.

WHAT IS QUANTITATIVE REASONING?

It assesses your numerical and problem solving abilities. Note that it is not just a ‘maths test’, but rather a reasoning test requiring you to use mathematical skills.



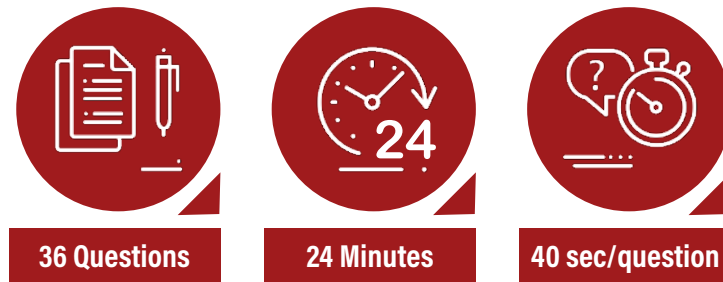
Quantitative Reasoning is not a maths test, it is a reasoning test using mathematical skills



WHY IS QUANTITATIVE REASONING IMPORTANT IN MEDICINE?

Doctors will often need to make calculations in their day to day work, for example, when calculating medication doses and in research. They often need to make calculations quickly, and use them as a basis to make decisions and solve problems.

WHAT IS THE STRUCTURE OF QUANTITATIVE REASONING?

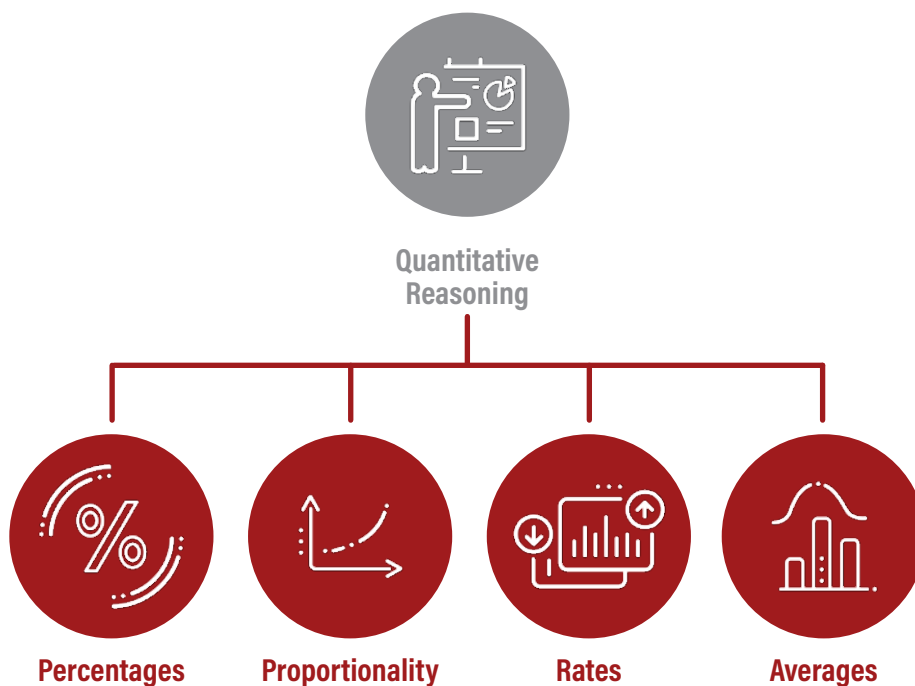


In this subtest, you will have 36 questions to answer in 24 minutes, which is an average of 40 seconds per question. Most Quantitative Reasoning questions are presented in units of four questions, however, some questions are ‘standalone’ or individual.

In Quantitative Reasoning, you will be presented with text and/or tables, graphs or diagrams that you will need to interpret. You will then need to select the correct answer from among the available five options. The difficulty of questions varies from straightforward to more complex. You will often need to make multiple calculations to arrive at the correct answer, and avoid common wrong answer ‘traps’.

WHAT ARE THE TYPES OF QUANTITATIVE REASONING QUESTIONS?

UCAT Quantitative Reasoning questions cover a range of numerical abilities. These include:





Percentages:

Calculating percentage increase or decrease in prices or quantities of an item. You may be required to convert between percentages, decimals, fractions and ratios.

Example Question - Percentages

Time limit per question - 40 seconds

Stimulus:

A television streaming service changes its fees from last year to this year.

The following represents the original and new fees (in \$ per month) for its basic, premium and ultimate packages, as well as showing the number of customers paying for each of these packages.

Packages	Last Year		This Year	
	Price	No. of Customers	Price	No. of Customers
Basic	7	3250	8.5	4425
Premium	12	7845	14	5595
Ultimate	15	5220	18	2250

Note: The service can only be purchased/switched to a different package at the beginning of a month.

Question:

The company decides to raise its prices by the following from this year to the next year: 10% increase for basic package, 7% decrease for premium package and 15% increase for ultimate package.

If the number of customers for each package remains the same as this year, what is the percentage change in income from last year to next year?

- (A) 17.6%
- (B) 11.75%
- (C) 21%
- (D) 7.25%
- (E) 8.49%

Answer: A

Solution:

Note that this question should be identified by students as one that is going to take a long time (involves lots of calculations). Thus, it should be flagged and students can return to it if there is time. It is easy to get caught on this question, and compromise the rest of your subtest, so be careful!

Last year's total income: $(\$7 \times 3250) + (\$12 \times 7845) + (\$15 \times 5220) = 22750 + 94140 + 78300 = \$195,190$ per month.

Next year:

Basic package increased by 10%. New price = $11 \times 8.50 = \$9.35$

Premium decreased by 7%. New price = $14 \times 0.93 = \$13.02$

Ultimate increased by 15%. New price = $18 \times 1.15 = \$20.70$

Total income next year: $(9.35 \times 4425) + (13.02 \times 5595) + (20.70 \times 2250) = 41373.75 + 72846.9 + 46575 = \$160,795.65$ per month

Difference = $\$195,190 - \$160,796 = \$34,394$

Percentage change = $34,394 / 195,190 \times 100 = 17.6\%$

(Note that there is no need to multiply both values by 12, as the % difference will be the same and this will waste time).



Proportionality:

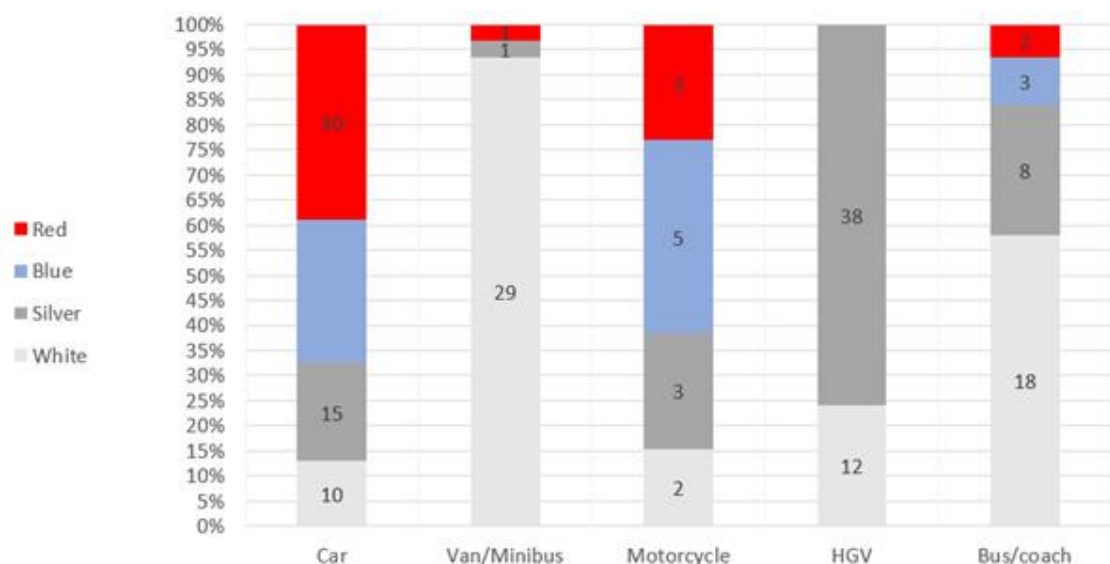
Calculating direct and indirect proportions and converting between units.

Example Question - Proportionality

Time limit per question - 40 seconds

Stimulus:

The chart below shows the results of a traffic survey conducted this year. The numbers in each bar show the actual number of vehicles of each colour counted. These are all the types of vehicles considered.



A large motor reseller (which sells vans/minibuses and buses/coaches) uses these statistics to work out how many vehicles they should preorder for resale in their yard, and in what colours in a given year. The reseller preorders vehicles in the same proportions as these statistics.

Question:

Based on this survey, the motor reseller has purchased 377 white vans/minibuses. How many blue buses/coaches will they pre-order?

- A) 3
- B) 26
- C) 39
- D) 104
- E) 403

Answer: C**Solution:**

$377 \text{ white van/minivans} \times (31/29) = 403$ (number of van/minivans total).

We need to now multiply this number by $3/31$ as this is the proportion of blue/total buses/coaches.

$$403 \times (3/31) = 39$$

**Rates:**

Calculating the speed of an object, or rates of flow.

**Averages:**

Calculating the mean, mode or median from data presented, including use of combined samples and use in prediction.

Other:

Other skills required include an understanding of ratios, geometry and data interpretation.

WHAT STRATEGIES CAN I USE TO ANSWER QUANTITATIVE REASONING QUESTIONS?

To do well in Quantitative Reasoning, it is important to look for shortcuts and develop your mental maths skills. Although you are provided with a calculator in UCAT, it is often much quicker to make calculations ‘in your head’ or on your UCAT Noteboard. Over-use of a calculator will usually lead to you running out of time to answer the questions. It is also important to have a solid understanding of various mathematical principles, including percentage change, rates, averages, ratios and geometry. There are many other strategies that can be used to answer Quantitative Reasoning questions quickly and accurately, which are covered in detail in MedEntry UCAT Courses.

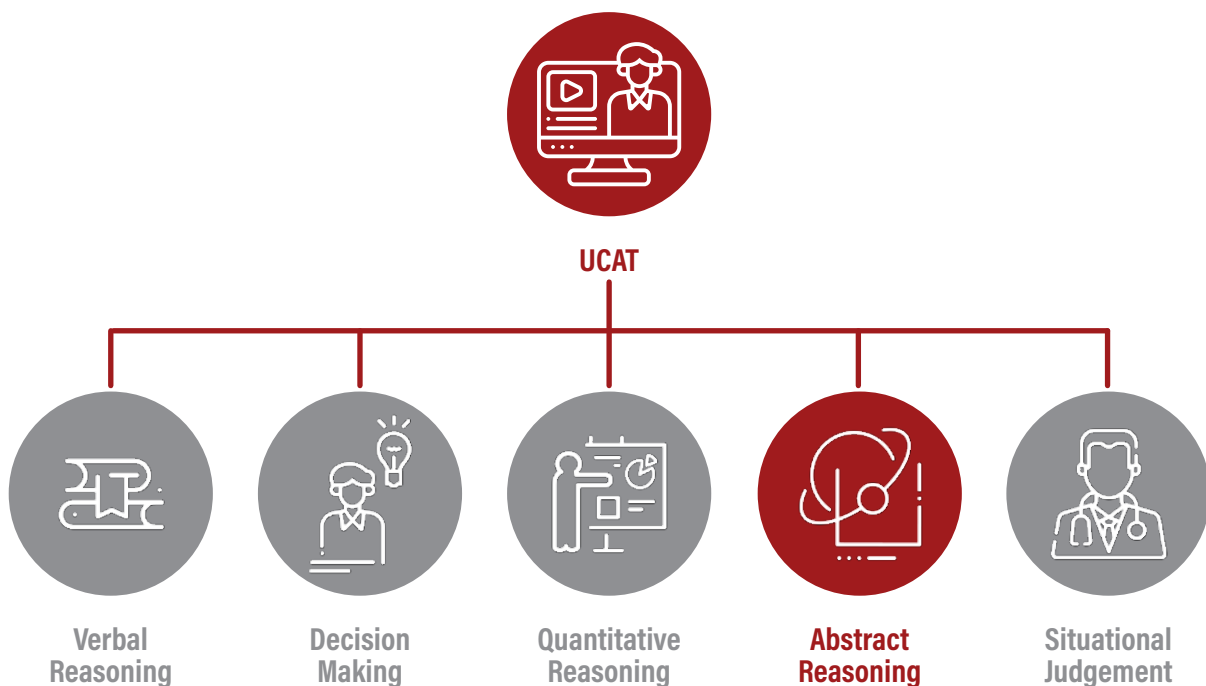
UCAT Abstract Reasoning

In this section, we will cover what Abstract Reasoning entails, and how to effectively answer Abstract Reasoning questions.

WHAT IS ABSTRACT REASONING?

Abstract Reasoning is the fourth subtest in UCAT.

It assesses your non-verbal and visuo-spatial reasoning ability. You will be required to identify patterns, spot trends, engage in hypothesis testing and ignore distracting information in order to arrive at the right answer.



WHY IS ABSTRACT REASONING IMPORTANT IN MEDICINE?

Much of the work of a senior health professional involves pattern recognition. Furthermore, doctors will often need to generate and test hypotheses, extract relevant information and identify trends in their day to day work and in research.

WHAT IS THE STRUCTURE OF ABSTRACT REASONING?



55 Questions



13 Minutes



14 sec/question

In Abstract Reasoning, you will have 55 questions to answer in just 13 minutes, which is an average of less than 15 seconds per question!

Most Abstract Reasoning questions are presented in units of 5 questions, based on two 'sets' of images. Some questions will be individual or 'standalone'. You will be presented with several images, and you will need to identify (and sometimes extrapolate) patterns to arrive at the correct answer.

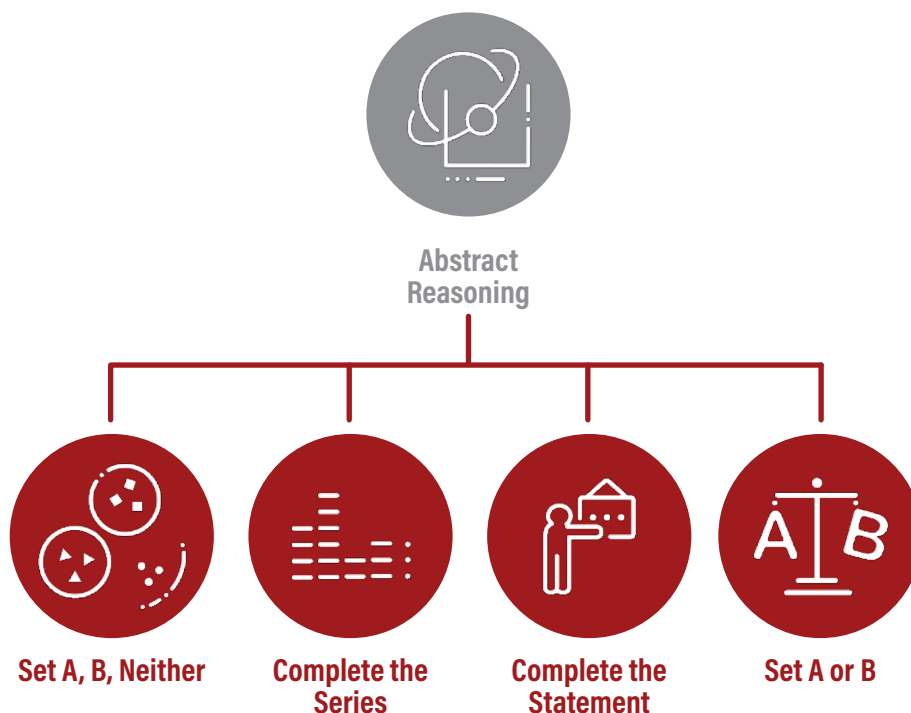
UCAT Abstract Reasoning questions can look unfamiliar and intimidating, but with practice, they become much easier to solve.



Abstract Reasoning questions can be very difficult to answer initially, but become much easier with practice

WHAT ARE THE TYPES OF ABSTRACT REASONING QUESTIONS?

There are four types of Abstract Reasoning questions.



Each question type will be discussed in turn.



'Type 1' questions (Set A / B / Neither)

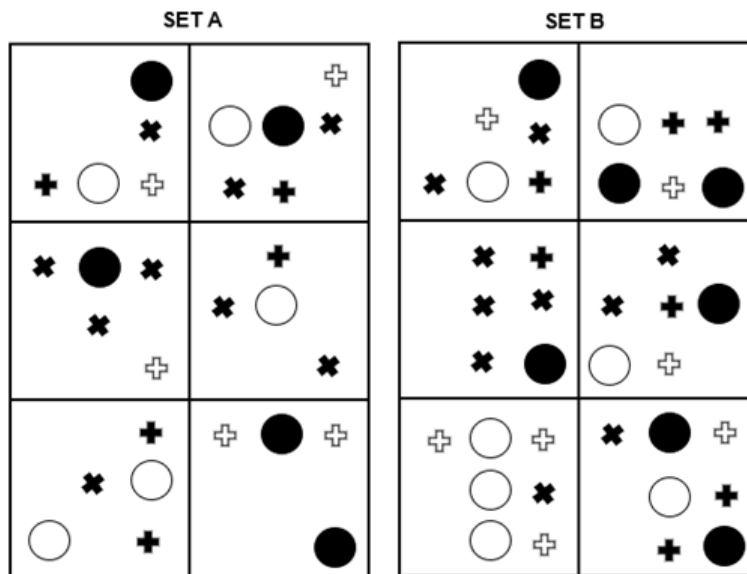
This is the commonest type of question in Abstract Reasoning. You will be presented with two sets of shapes, one labelled 'Set A' and the other labelled 'Set B'. You will be provided with a series of five 'test shapes' sequentially, and will be asked to decide whether the test shape belongs to Set A, Set B or Neither Set A nor Set B.

Note that this is not a 'matching' exercise. You are not simply required to match the test shape to one of the boxes. You will first need to find a logical pattern that links all images in Set A, and a related (but different) pattern that links all images in Set B.

Example Question - Set A / B / Neither

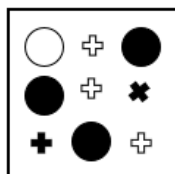
Time limit per question - ~14 seconds

Stimulus



Question

Does the following shape belong to Set A or Set B or Neither?



- (A) Set A
- (B) Set B
- (C) Neither

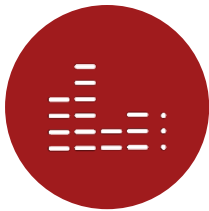
Answer: A

Solution:

SET A: Black + = white circle; White + = black circle; X = nothing

SET B: Black + = black circle; White + = white circle; X = nothing

The shape belongs to Set A as there is one black + and one white circle, and there is three white + and three black circles. The cross is irrelevant.



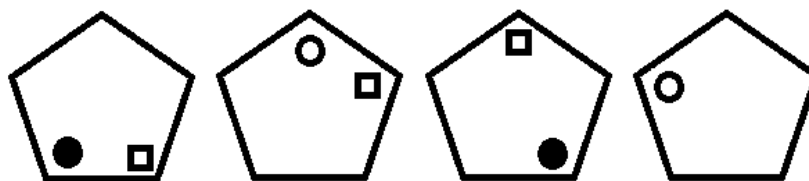
'Type 2' questions (Complete the Series)

In these questions, you will be provided with a series of images. You will need to determine the likely pattern and select the image that would logically appear next in the series.

Example Question - Complete the Series

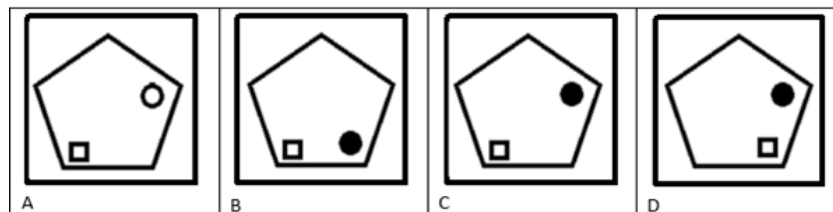
Time limit per question - ~14 seconds

Stimulus:



Question:

Which figure completes the series?



Answer: C

Solution:

The black circle moves two points around in a clockwise direction each move and changes colour with each move. It will therefore be black and in the top right hand corner of the pentagon in the answer (thus options A and B are incorrect). The square moves one point in an anti-clockwise direction each move and therefore will be in the bottom-left hand corner in the answer (thus option D is incorrect). Option C is the answer.



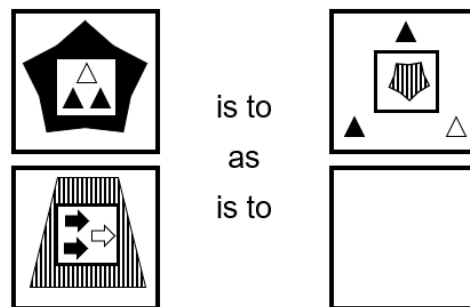
'Type 3' questions (Complete the Statement)

These questions are otherwise known as 'this is to that'. In these questions, you will be given an image which has undergone a transformation to form another image. You will need to apply the same transformation to a third image to arrive at the answer.

Example Question - Complete the Statement

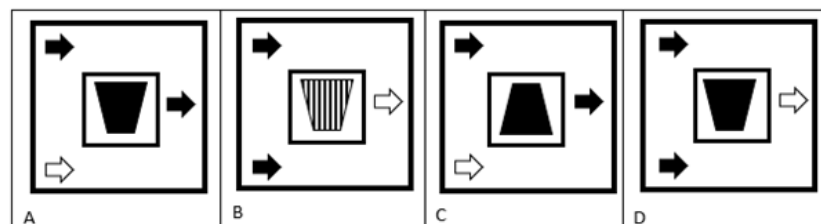
Time limit per question - ~14 seconds

Stimulus:



Question:

Which figure completes the statement?



Answer: A

Solution:

In the example image, the outer shape is flipped along the horizontal axis, changes from black to striped and moves inside the small square. Thus, in the question image, the outer shape will flip along the horizontal axis, change from striped to black and move inside the small square (thus options B and C are incorrect).

The three inside shapes in the example image (triangles) move to the outside of the square and rotate around in a clockwise direction. Thus, in the question image, the three inside arrows should move outside the square and move around in a clockwise direction with the white arrow being in the bottom left (thus option A is the correct answer).



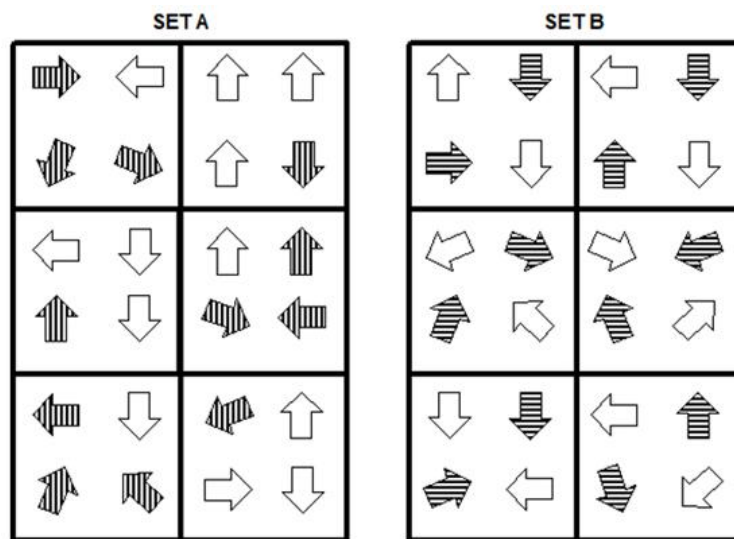
'Type 4' questions (Set A or B)

These questions are similar in appearance to type 1 questions (Set A / B / Neither). You will be given a set of images labelled 'Set A' and a second set of images labelled 'Set B'. You will then be given a series of four 'test shapes' simultaneously and will be asked to determine which of the four belongs to either Set A or Set B.

Example Question - Set A or B

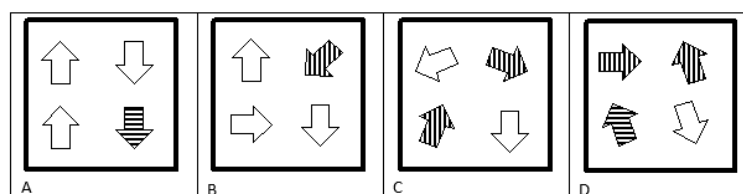
Time limit per question - ~14 seconds

Stimulus:



Question:

Which of the following shapes belongs in Set A?



Answer: B

Solution:

Set A has an odd number of striped arrows, and regardless of the arrow rotation, the stripes are always vertical. Set B has an even number of striped arrows which are always in the top right and bottom left positions. Regardless of the arrow rotation, the stripes are always horizontal.

Option A has an odd number of striped arrows (Set A rule), but the stripes are horizontal (Set B rule). Option C has vertically striped arrows (Set A rule) but there are an even number. Option D has an odd number of striped arrows (Set A rule) but the stripes are only vertical on two of the arrows. The only option that abides by the Set A rules is option B, which is the correct answer.

WHAT STRATEGIES CAN I USE TO ANSWER ABSTRACT REASONING QUESTIONS?

It is useful to use a mnemonic that covers the key patterns that arise in Abstract Reasoning questions. Practicing questions will familiarise you with common patterns and rules. There are a variety of effective strategies that can be used for each type of Abstract Reasoning question to arrive at the answer quickly and accurately. These will be covered in detail in the MedEntry UCAT Courses.



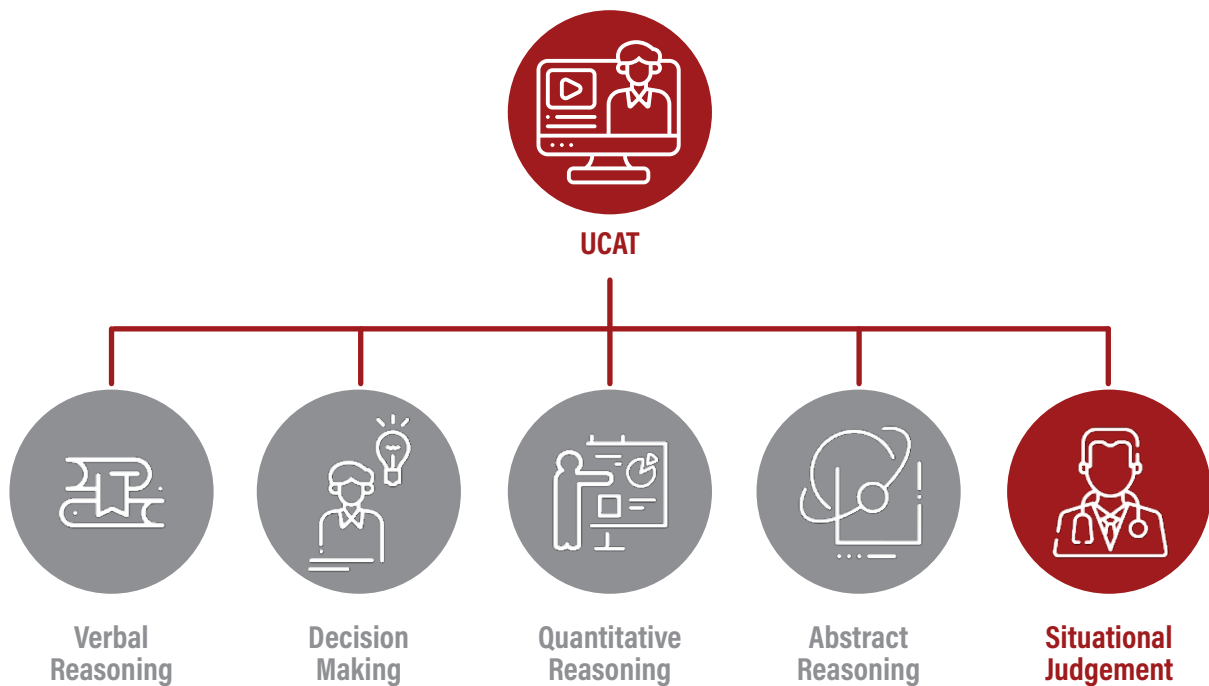
UCAT Situational Judgement

In this section, we will cover what Situational Judgement entails, and how to effectively answer Situational Judgement questions.

WHAT IS SITUATIONAL JUDGEMENT?

Situational Judgement is the fifth and final subtest in UCAT.

It assesses your ability to understand real world situations and identify important factors and appropriate responses in dealing with them. Scenarios are usually based in a university or health-related setting, and the main character will normally be a medical or dental student, or junior health professional.



WHY IS SITUATIONAL JUDGEMENT IMPORTANT IN MEDICINE?

Situational Judgement tests are widely used in medicine to evaluate candidates' professionalism. UCAT Situational Judgement assesses attributes considered important in the study and practice of medicine, including empathy, adaptability, resilience, teamwork and integrity.

WHAT IS THE STRUCTURE OF SITUATIONAL JUDGEMENT?



In this subtest you will be presented with 69 questions within 22 scenarios. Each scenario will be associated with between one and five questions.



In Situational Judgement, you will receive full marks if you choose the correct answer, and partial marks if you choose an option that is close to the correct answer

You will have 26 minutes to answer all of the questions, but most students do not find Situational Judgement as time pressured as other UCAT subtests. It is, however, often very difficult to judge which is the ‘correct’ answer.

In Situational Judgement questions, you will receive full marks if you choose the correct answer, and partial marks if you choose an option that is close to the correct answer.

WHAT ARE THE TYPES OF SITUATIONAL JUDGEMENT QUESTIONS?

There are three main types of Situational Judgement questions.





Importance questions

Less than half of the questions in the Situational Judgement subtest will be composed of Importance questions. In these questions, you will be presented with a scenario, followed by a number of considerations. You will need to rate the relative importance of each consideration in the context of the scenario, from 'very important' to 'not important at all'.

Example Question - Importance Question

Time limit per question - ~22 seconds

Passage:

A junior doctor, Brian, has just commenced work on a busy surgical ward. He shares his workload with another junior colleague, John. Brian has noticed that John is consistently late for work. This has been going on for the past fortnight. John being late has resulted in Brian taking on extra responsibilities on the ward to ensure that patients receive appropriate care.

How important is it to take into account are the following considerations for Brian when deciding how to respond to the situation?

Question:

That Brian and John do not know each other well and are yet to form a close working relationship

- A) Very important
- B) Important
- C) Of minor importance
- D) Not important at all

Answer: D

Solution:

This is not important at all. Brian will need to take action to ensure that patient care is not compromised, and also to ensure his own well-being, regardless of his relationship with John. Brian should express his concerns to John, question John on the reasons why he is late, and explain the impact of John's actions.



Appropriateness questions

The commonest type of question in the Situational Judgement subtest is Appropriateness questions. Here you will be presented with a scenario and a series of actions. You will need to rate the appropriateness of each action from 'very appropriate' to 'very inappropriate'.

A smaller number of questions will provide an exact quote that a character may say based on the scenario, and ask you to rate the appropriateness of each statement.

Example Question - Appropriateness Question

Time limit per question - ~22 seconds

Passage:

A dental student, George, has been contacted by his supervisor, Dr Jefferson, to arrange a mid-placement review. The purpose of the review is to assess George's learning portfolio. George has been on a placement at a busy dental clinic, and has not kept up to date with his supervised learning events. Furthermore, George has not completed any of the learning targets he had agreed upon with Dr Jefferson at the start of the rotation.

How appropriate are each of the following responses by George in this situation?

Question:

Stay back late after the placement has finished in order to complete the supervised learning events.

- A) A very appropriate thing to do
- B) Appropriate, but not ideal
- C) Inappropriate, but not awful
- D) A very inappropriate thing to do

Answer: B

Solution:

This is an appropriate response, as it does attempt to address the issue, but is not ideal. Staying back later to complete targets demonstrates dedication, but it is also an example of being unable to maintain work/life balance. Learning portfolios should be updated throughout the year, and staying late after placements is not a sustainable response.



Most/least appropriateness questions

In this question type, you are also presented with a scenario. However, you are then given three possible actions or responses directly underneath the scenario. You will need to choose the most and least appropriate response for the given scenario, and ‘drag and drop’ these items accordingly.

Example Question - Most/Least Appropriate Questions

Time limit per question - ~22 seconds

A medical student, Joanne, is interviewing Mr Jones, a patient with a chronic lung condition. Joanne has read in Mr Jones’ notes that he has stated that he has quit smoking, which is a major reason why he has been assessed as being suitable for home oxygen. Joanne is aware that only patients who have quit smoking are offered home oxygen, and that smoking on home oxygen is very dangerous. While conducting the interview, Joanne notices a pack of cigarettes in Mr Jones’ jacket pocket.

Choose the one most appropriate action and the one least appropriate action that Joanne should take in response to this situation.

Most Appropriate	<input type="text"/>
Least Appropriate	<input type="text"/>

Inform the senior doctor immediately, as this may be risk to Mr. Jones’ health

Overlook the pocket of cigarettes, so as not to damage the relationship that Joanne has built with Mr. Jones

Ask Mr. Jones further questions to understand what she has seen, and to assess whether her suspicions regarding him smoking are correct

Answer:

Most Appropriate: Statement 3

Least Appropriate: Statement 2

Solution:

This question tests the candidate’s assessment of the situation, in particular understanding the threat to patient safety. The most important consideration in this question is that it would be very unsafe for Mr Jones to be on home oxygen if he is smoking. However, it is also important to establish the facts before making accusations and acting on any suspicions. Thus, the most appropriate course of action is for Joanne to directly discuss what she has seen with Mr Jones. This is preferable to informing the senior doctor straight away.

While it is important to maintain relationships with patients, it is inappropriate and potentially dangerous to overlook the packet of cigarettes. Patient safety is always the primary consideration.

WHAT STRATEGIES CAN I USE TO ANSWER SITUATIONAL JUDGEMENT QUESTIONS?

To effectively answer Situational Judgement questions, you will need a solid understanding of the principles governing medical professionalism. These include: honesty and integrity, compassionate and patient-centred care, effective teamwork, patient autonomy, confidentiality and a commitment to safety and ongoing improvement. There are a variety of strategies that can be used for Situational Judgement questions to arrive at the correct answer and maximise your score. These are covered in detail in MedEntry UCAT Courses.



Strategies To Maximise Your UCAT Score

WHAT STRATEGIES WILL BOOST MY UCAT SCORE?

There are a variety of questions within each of the five UCAT subtests. For each type of question, there are specific strategies that can be used to arrive at the answer quickly and accurately. Strategies should be learned, implemented and practiced so that by test day, they will feel ‘automatic’, or like second-nature.

There are some strategies that are effective for most UCAT questions. It is also important to learn and practice these strategies to maximise your score. These include:

-
- ➔ Using the process of elimination

 - ➔ Strategic guessing

 - ➔ Looking for shortcuts
(for example, estimation and only solving what you have to)

 - ➔ Using keyboard shortcuts

 - ➔ Using the keyboard numberpad when operating the calculator

 - ➔ Flagging wisely and sparingly
-

These strategies and many more are covered in detail in the MedEntry UCAT Courses.

WHAT ELSE CAN I DO TO MAXIMISE MY UCAT SCORE?

It is also helpful to incorporate UCAT-style thinking in your everyday schoolwork and life. This will not only help boost your UCAT score, but will also increase your overall productiveness and academic performance. For example, you should:

- Practice speed reading
- Read widely and critically
- Practice using mental maths skills
- Develop stamina, concentration and focus
- Develop stress management techniques

UCAT Scoring

HOW IS UCAT SCORED?

The UCAT scoring process is complicated, and Pearson VUE uses complex statistical analysis to arrive at your UCAT score, based upon the answers you select. The scoring process is covered in detail in MedEntry UCAT Courses.

There are several myths relating to UCAT scores, which are outlined below:

UCAT scoring myth	Reality
It is possible to predict UCAT scores based on raw marks	UCAT scores are calculated using complex statistical processes. It is not possible to predict UCAT scores based on raw marks (the number of questions you answered correctly). The most accurate indication of your performance can be obtained after completing MedEntry UCAT practice exams, as MedEntry uses similar statistical programs to calculate your scores.
You need to answer all questions correctly to achieve a high score	UCAT is a very difficult, time-pressured test. The majority of students do not have sufficient time to answer every question. You can therefore obtain very high scores even if you do not answer every question correctly.
UCAT questions change depending on your response	Computerised Adaptive Testing is not utilised in UCAT. There are multiple 'versions' of UCAT that are used every year, but the content within each version is identical, and does not vary based on your responses.
You will be penalised for incorrect responses	There is no negative marking in UCAT. If you choose an incorrect response, you will receive a score of zero.

WHEN WILL I RECEIVE MY UCAT SCORE?

You will receive your UCAT score on the day you sit UCAT. You will receive an email, usually about an hour after you complete the test, which will provide instructions on how to access your score. However, full statistics relating to the performance of other UCAT candidates will not be released until later in the year. You will not know exactly how your score compares until this time.

Note that your UCAT scores will be automatically sent to the UCAT ANZ Consortium universities in early September – you do not need to submit your own scores.

WHAT WILL MY UCAT SCORE REPORT LOOK LIKE?

Below is an example UCAT Candidate Score Report. It shows an overall score of 3530, which was the highest UCAT score achieved in 2019 (achieved by a MedEntry student).



The highest UCAT score achieved in 2019 was 3530 (achieved by a MedEntry student).

UCAT ANZ 2019 CANDIDATE SCORE REPORT	
CANDIDATE INFORMATION	
Candidate Name:	[REDACTED]
UCAT ANZ ID:	[REDACTED]
Registration ID:	[REDACTED]
Testing Date:	6th July 2019
Site Number:	[REDACTED]
UCAT ANZ SUBTEST SCORES	
Verbal Reasoning	890
Decision Making	840
Quantitative Reasoning	900
Abstract Reasoning	900
Total Score	3530
Situational Judgement	664

Your Candidate Score Report will show a scaled score for each of the five subtests, which ranges from 300 to 900. You will also receive a total scaled score for the four cognitive subtests (Verbal Reasoning, Decision Making, Quantitative Reasoning and Abstract Reasoning) that ranges from 1200 to 3600.

The Situational Judgement score is provided separately as it tests ‘non-cognitive’ attributes. Some universities do not consider the Situational Judgement subtest when assessing candidates for entry into their courses. For further information, please consult part 4 of this handbook.

WHAT IS A GOOD UCAT SCORE?

2019 UCAT summary test statistics are provided below:

	Verbal Reasoning	Decision Making	Quantitative Reasoning	Abstract Reasoning	Total Score	SJT
Maximum	900	890	900	900	3530	759
Minimum	300	300	330	300	1310	300
Mean	571	618	663	629	2481	592
Standard Deviation	77.7	83.2	81.9	91.1	269.7	72.0

This shows that the mean (average) score obtained by students in each subtest ranges from about 570 to 660. The average total cognitive subtest score is about 2500.

The highest overall score achieved in 2019 was 3530, achieved by a MedEntry student.

WHAT UCAT SCORE DO I NEED TO GET INTO MEDICINE?



In general, a total cognitive score of about 2800 is required for a standard medical place (lower for rural and local students, and for dentistry)

The UCAT score you need to get into medicine depends on various factors, including the year that you sit UCAT, the university/course to which you are applying and whether you are classified as a rural student or 'local' student (for example, for Western Sydney University, if you reside in the Western Sydney region).

In general, a total cognitive score of at least about 2800 (which equates to approximately

the top 10% of candidates sitting UCAT) is required for a standard medical place. The score required is lower for rural students, local students, and those applying for dentistry.

Every MedEntry practice exam provides detailed feedback including estimated percentiles and scaled scores, so you can track your progress and see where you stand.

HOW WILL UNIVERSITIES USE UCAT SCORES?

Universities use UCAT scores in different ways. UCAT is often weighted significantly when applying for medicine, and in some cases is the only criterion used for selecting students for a medical interview. Some universities do not consider Situational Judgement scores.

The following table is a summary of how medical schools use UCAT when selecting applicants:

Course	How is UCAT used?	How is UCAT weighted?	How are students selected for interview?	How are students selected for a place?
Adelaide University Medicine	Cognitive subtests only	20% UCAT	100% UCAT	20% UCAT 40% Interview 40% ATAR
Auckland University Medicine	Total scaled score	15% UCAT	Based on GPA	15% UCAT 25% Interview 60% GPA
Charles Darwin University Bachelor of Clinical Sciences	Cognitive subtests only	10% UCAT	No interview	10% UCAT 90% ATAR
Curtin University Medicine	UCAT (cut off unknown)	20% UCAT	Based on UCAT + ATAR	20% UCAT 40% Interview 40% ATAR

Course	How is UCAT used?	How is UCAT weighted?	How are students selected for interview?	How are students selected for a place?
Flinders University Medicine	Cognitive subtests only, equally weighted	10% UCAT	No interview	10% UCAT 90% ATAR
Monash University Medicine	UCAT (cut off unknown)	33% UCAT	Based on UCAT + ATAR	33% UCAT 33% Interview 33% ATAR
Newcastle University Medicine	Cognitive subtests only (aggregate score)	100% UCAT (to select for interview; ATAR threshold only)	100% UCAT	Interview + PQA (Personal Qualities Assessment)
University of New South Wales Medicine	Overall cognitive subtest score; separately Situational Judgement score; at least 50th centile required	33% UCAT	Based on UCAT + ATAR	33% UCAT 33% Interview 33% ATAR
Otago University Medicine	Minimum score in each subtest required	Used to select final place	No interview	UCAT + GPA
University of Queensland Medicine	Aggregate cognitive subtest score (SJ and VR used as secondary and tertiary selectors, respectively)	100% after academic threshold reached	UCAT	Not yet known but likely 50% Interview (MMI), 25% UCAT, 25% ATAR
University of Tasmania Medicine	UCAT (cut off 50th percentile)	Threshold only	No interview	ATAR
University of Western Australia Medicine	UCAT (cut off unknown)	20% UCAT	UCAT + predicted ATAR	20% UCAT 40% Interview 40% ATAR
Western Sydney University Medicine	UCAT (cut off unknown)	100% UCAT (to select for interview; ATAR threshold only)	100% UCAT (once academic threshold met)	UCAT + Interview (greater emphasis on interview)

How To Effectively Prepare For UCAT

Preparing for UCAT can feel overwhelming, especially if you are in your final year of high school or are studying at university. How can you fit in preparation for such an important and difficult test into your already busy schedule? Do not despair! MedEntry has developed a plan to help you effectively and efficiently prepare for UCAT so you will be ready come UCAT test day.

HOW CAN I PREPARE FOR UCAT?

Effective preparation for UCAT can be summarised in four key steps:



U - Understand

To succeed in UCAT, you will need to Understand the following:

- How important UCAT is and how it is used in selection
- How the UCAT computer platform works and how to use it strategically to maximise your score
- Important details relating to each UCAT subtest, including structure, timing, format and types of question
- Effective strategies and skills for answering each type of question in each UCAT subtest

MedEntry makes this easy by providing a two-day workshop and comprehensive curriculum with video instruction, enabling you to have a detailed understanding of UCAT.

C - Create

Every student is different, and some strategies that work very effectively for one student may not work for another. Therefore, you will need to Create:

- A UCAT study plan that takes into account your other academic and non-academic commitments
- A bank of strategies that work for you when approaching each type of question and UCAT overall

MedEntry provides an interactive study planner to allow you to easily plan and track your UCAT preparation.

The screenshot displays the 'Study Planner' interface. On the left, there is a sidebar with the following sections:

- Drag resources onto the calendar**
 - Select resource type (dropdown)
 - Filter resources (input field)
- Available Drills**
 - VR 4 Option - Drill 2 (21 minutes)
 - VR 4 Option - Drill 3 (11 minutes)
 - VR 4 Option - Drill 4 (11 minutes)
 - VR 4 Option - Drill 5 (11 minutes)
 - VR 4 Option - Drill 6 (11 minutes)
 - More Drills (button)
- Available Subtest Mocks**
 - VR Mock 2 (22 minutes)
 - VR Mock 4 (22 minutes)
 - VR Mock 5 (22 minutes)
 - DM Mock 1 (32 minutes)
 - DM Mock 2 (32 minutes)
 - More Subtest Mocks (button)
- Available Exams**
 - Exam 2 (2 hours)
 - Exam 3 (2 hours)

The main area shows a calendar for February 2020. The calendar has a header with 'Study Planner' and navigation buttons for 'Previous', 'Today', and 'Next'. The calendar grid shows the following events:

- February 12: VR 4 Opt...
- February 21: VR Mock 3
- February 26: Exam 1

Our comprehensive two-day workshop and detailed curriculum covers every effective UCAT strategy, with thousands of practice questions for you to apply them. By the end of MedEntry's program, you will be armed with a bank of strategies that work for you, so you will be ready to succeed come UCAT test day.

A - Assess

It is important to prepare for UCAT efficiently, so that your UCAT preparation does not detract from your school study. The most time-efficient way to prepare for UCAT is to Assess:

-
- How you are performing overall in UCAT
-
- How you are performing in each of the five UCAT subtests, and in each UCAT question type
-
- What your strengths and weaknesses are
-

You can then target your UCAT preparation to focus on your weakest subtests and question types.

MedEntry makes this easy with our Personalised Adaptive Learning (PAL) technology. PAL provides comprehensive, personalised feedback provided after each drill, subtest mock or Practice exam attempt, including:

-
- Predicted UCAT percentiles and UCAT scores
-
- A breakdown of your performance in each UCAT subtest and question type
-
- Detailed feedback on timing, including the time spent on each question and how this compares to other students
-
- Specific feedback on every question, with comprehensive solutions (including video solutions) and feedback on how other students have performed on that question
-
- An ability to re-attempt incorrectly answered questions in each practice exam up to four times
-
- Performance reports which analyse your performance and provide advice on where to direct your future study
-

With MedEntry, you can be sure your UCAT preparation is targeted, effective and time-efficient.



T - Train

UCAT is like a marathon, and it requires training. As well as acquiring and practicing the strategies required to solve each question, it is also vital that you train for UCAT. This involves developing the following skills in order to succeed:

→ Concentration

→ Focus

→ Stamina

The best way to do this is via full length UCAT practice exams, completed under simulated conditions.

The most important way to simulate UCAT is to ensure you complete each practice exam under strict time conditions, with no breaks. It is also vital that you work with a computer platform which exactly replicates the live UCAT. Don't make the mistake of working with outdated or (even worse), paper-based UCAT questions!

MedEntry makes training for UCAT easy with 16 full-length UCAT exams, which exactly simulate the content and testing platform of the live UCAT. By the time UCAT test day arrives, it will feel like just another MedEntry practice exam!

In addition, MedEntry has a wealth of other important training resources such as our exclusive Skills Trainers (e.g Venn Diagram trainer, Mental Math trainer), drills, subtest mocks and more to optimise your UCAT skills.

HOW MANY HOURS SHOULD I SPEND ON UCAT STUDY?

A common question that students ask is ‘how long should I spend on UCAT study?’

The amount of time you spend on UCAT preparation depends on your specific circumstances and extent of your desire to pursue medicine or dentistry. In general, MedEntry recommends setting aside about



In general, MedEntry recommends setting aside about 10% of your study time for UCAT preparation

10% of your study time for UCAT preparation. For example, if you study for about 25 hours per week, about 2.5 hours should be allocated for UCAT preparation.

However, it is not the number of hours which is important when it comes to UCAT preparation. It is what you do and how you do it that is important.

To prepare for UCAT in the most effective way, you should:

- Develop a bank of UCAT strategies that are effective for you by attending a MedEntry workshop and working through MedEntry’s comprehensive guided curriculum
- Prioritise completion of full length UCAT Practice exams, completed under simulated conditions (particularly adhering to the time limits)
- Thoroughly review your UCAT exams, performance feedback and each question, and reflect on what you can do to improve in your performance next time
- Discuss difficult questions with a UCAT study group
- Focus your preparation on your weakest subtests and question types

HOW CAN I BALANCE UCAT STUDY WITH OTHER COMMITMENTS?

The best way to balance your UCAT study with other academic and non-academic commitments is to create a UCAT study plan. You can do this easily with MedEntry's advanced, unique, interactive study planner. Schedule a little bit of UCAT study on a regular basis, for example once or twice per week.



Schedule a little bit of UCAT practice on a regular basis

An example study plan for one month could be:

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 Verbal Reasoning Strategies & Practice	7	8	9 Decision Making Strategies & Practice
10	11	12	13 Quantitative Reasoning Strategies & Practice	14	15	16 Abstract Reasoning Strategies & Practice
17	18	19	20 Situational Judgement Strategies & Practice	21	22	23 Full-Length UCAT Practice Exam
24 Review of UCAT Practice Exam	25	26	27	28	29	30 Work on Weakest Subtest / Question Types
31						

You do not need to engage in UCAT practice every day, but regular practice over a period of time will help you develop the skills you need to succeed.

WHAT ARE THE COMMON UCAT PREPARATION PITFALLS I SHOULD AVOID?

'Saving' up UCAT practice exams

This is the commonest mistake made by students. Remember that each UCAT practice exam takes 2 hours to complete, and several hours to review. Many students 'save up' their exams, either because they feel they are 'not ready' or fear they will run out of exams. However, full-length exams are the best way to prepare. You should complete one UCAT Practice Exam early in your preparation and space out the remainder until test day. This will help you build your skills gradually. You can begin with the free, full length UCAT Diagnostic Exam on the MedEntry website.

Not completing UCAT practice exams under timed conditions

This is a common pitfall. Many students are used to being able to complete school exams comfortably within the time limits. They feel extremely uncomfortable with the prospect of not being able to complete all UCAT questions. But the reality is, almost no one is able to answer every question in the live UCAT due to the intense time pressure. It is therefore important to strictly adhere to timed conditions when completing UCAT practice exams, so you develop important skills required to succeed, such as strategic guessing. Remember, practicing answering questions and practicing answering questions quickly are two very different things.



It is important to strictly adhere to timed conditions when completing UCAT practice exams

Not thoroughly reviewing UCAT questions

Practice makes perfect, right? Well, yes, but only in part. The best way to improve is not simply to complete UCAT question after question after question, but also to thoroughly review and reflect on your attempts. What went right? What went wrong? How can you improve your performance next time, or avoid making the same error? Reviewing and reflecting is a very important part of the UCAT preparation process.

Not working on your weakest UCAT subtests

It is tempting to work on your strengths, it is harder to work on your weaknesses. However, working on your weakest areas is by far the most effective and efficient way to prepare for UCAT. Early in your preparation, identify which UCAT subtests and types of questions you find most difficult, and work on them. MedEntry makes this easy with our Personalised Adaptive Learning technology, which identifies your weakest areas and provides curated UCAT preparation, just for you.

Choosing the wrong UCAT preparation provider

Choosing the right UCAT preparation provider is one of the most important decisions you will make this year. Unfortunately, there are many UCAT providers which provide outdated questions, harmful advice, misleading information, or promise a lot and deliver very little. It is vital that you choose a provider with a track record of success, run by leading doctors and academics, and with hundreds of five star reviews: MedEntry.



Choosing the right UCAT preparation provider is one of the most important decisions you will make this year



How To Optimise Your UCAT Performance

In the final weeks and days before UCAT, your focus should be on getting into top physical, emotional, psychological and mental condition for test day. UCAT is not just a test of your ability, it is also a test of your concentration, focus, stamina and stress management abilities.



In the final weeks and days before UCAT, focus on getting into top physical, psychological and emotional condition

This is not the time to cram! Instead, you should ensure you have everything you need for UCAT test day, revise your key strategies, and spend some time looking after yourself.

WHAT SHOULD I DO IN THE FINAL WEEKS BEFORE UCAT?

In the final weeks before you UCAT, ensure that you:

-
- ➔ Have organised everything you need for UCAT test day

 - ➔ Focus on the areas that you are weakest

 - ➔ Create a 'cheat sheet' of UCAT strategies that work for you

 - ➔ Eat well, get sufficient sleep and manage stress

WHAT SHOULD I DO THE DAY BEFORE UCAT?

This is definitely not the time to cram! Remember, UCAT is a skills rather than a knowledge-based test. UCAT skills need to be developed over time, and cramming on the day before UCAT is likely to be harmful rather than helpful.



The night before UCAT, do something you enjoy and avoid the temptation to cram

We suggest that you take the day off. Do something that you enjoy, and something that is going to take your mind off the test – exercise, have dinner with friends, watch a movie.

If you wish, you could review your UCAT ‘cheat sheet’, focussing on how well prepared you are and how ready you are for UCAT test day.

Organise everything you need for the test, including:

-
- ➔ Valid identification (usually a passport or driver’s licence)

 - ➔ Your Pearson VUE confirmation email

 - ➔ A snack (such as a muesli bar or piece of fruit) if necessary, to eat before you go into the testing venue

 - ➔ Reading glasses (if required)

Know how you are going to get to the venue and plan your route to avoid last minute stress. Ensure you get a good night’s sleep to recharge your brain for UCAT test day.

WHAT SHOULD I DO ON THE DAY OF UCAT?

Ensure you eat a healthy meal with protein and complex carbohydrates to keep you sustained. Some examples of nutritious meals are porridge with fruit, eggs on wholegrain toast or a wholegrain tuna sandwich. Avoid too much caffeine, as it will make you want to use the bathroom (and the timer will keep ticking if you have to go to the toilet during UCAT!).

If you are feeling stressed, use techniques to manage your stress and boost confidence, such as meditation and positive self-talk. Psychological techniques to optimise performance and manage stress are discussed in detail in MedEntry UCAT Courses.

Leave home with a support person if possible (such as a parent, sibling or friend), aiming to arrive about 15-30 minutes before your scheduled start time.

Finally, show ‘em what you’re made of! If you have undergone MedEntry’s preparation program, you should feel confident that you are ready to ace UCAT. Good luck from all of the MedEntry team!

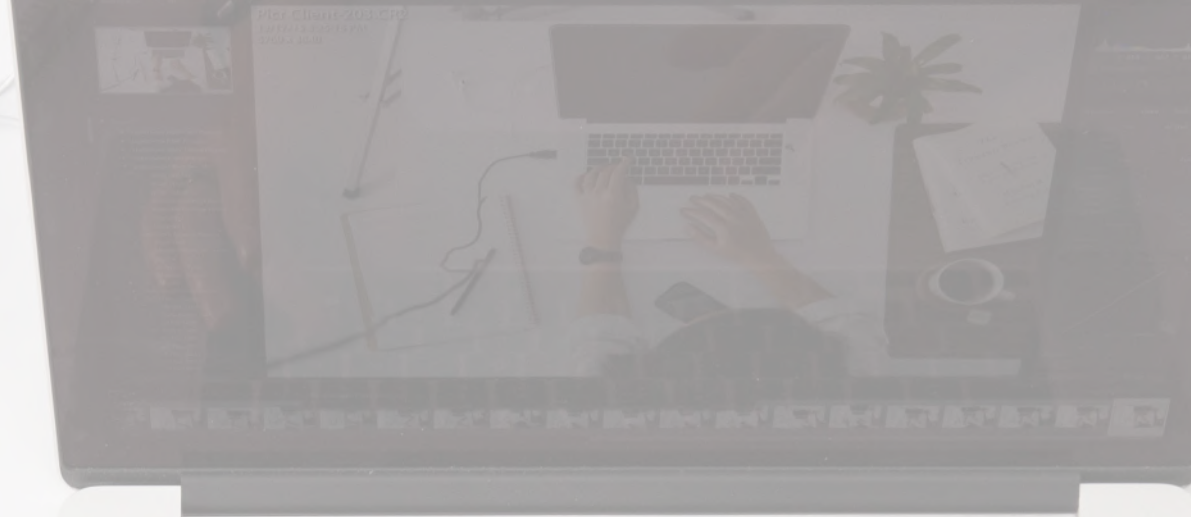


If you have undergone MedEntry’s program, you should feel confident that you are ready to ace UCAT!

Get a taste for UCAT and see where you stand with MedEntry's free Diagnostic exam!



Access it at: <https://www.medentry.edu.au/resources/ucat/free-ucat-exam>
or Google “MedEntry Free Exam”





3

The Medical Interview

Importance of Medical Interviews

WHY ARE INTERVIEWS USED TO SELECT STUDENTS FOR ENTRY INTO MEDICINE?

Medical interviews form one of three major criteria used by most universities to select students into medicine (the other two being UCAT and ATAR). Aside from written applications, medical interviews are the only way that universities can assess your non-academic (non-cognitive) personal qualities.

Interviews are a unique opportunity to showcase your personality, skills and passion for studying medicine.

HOW IMPORTANT ARE MEDICAL INTERVIEWS?

Medical interviews are a critical, yet often underestimated part of the medical admissions process. At some universities, they are as important, or even more important than UCAT and ATAR in determining entry into medicine. They may be weighted at up to 40% of the admissions criteria.



Medical interviews are a critical, yet underestimated part of the medical admissions process

Some universities even use interviews as the sole criterion in determining entry into medicine, once a threshold UCAT and ATAR has been reached (for example at the University of Newcastle and New England). Be under no illusions – medical interviews are vitally important!

DO I NEED TO PREPARE FOR MY MEDICAL INTERVIEW?

Yes! It is vitally important that you prepare for your interview.

Medical school aspirants often overlook interviews, as they assume that interview skills are inherent: you either have them or you do not. Others believe the myth that you should not prepare for interviews. Still others assume that the interview is just a ‘chat’, and the questions will be straightforward. This could not be further from the truth.

Interviews are challenging and stressful. You will need to engage face to face with interviewers and provide interesting, eloquent and insightful answers.

However, there are specific, proven and reliable strategies that you can use to boost your performance significantly. Having a solid understanding of interview questions and technique will give you an enormous advantage over others vying for a medical school place.

Although you may be an ideal medical school candidate, unless you can present your skills and attributes effectively in an interview situation, you will not gain admission to your dream course. It is therefore vital that you do not try to ‘wing’ your interview.

Preparing for your interview will ensure you come across as confident, calm, genuine and motivated, rather than nervous or panicked.



Preparation will ensure you come across as confident, calm, genuine and motivated, rather than nervous or panicked

WHY ARE MEDICAL INTERVIEWS DIFFICULT?

There are a number of reasons why medical interviews are difficult. You will be required to think in novel ways, under time pressure and may be faced with complex scenarios that you have not considered before. Many people find interview situations stressful, particularly if you understand how important they are to the admissions process. Furthermore, even though you may have a breadth of valuable life experiences and possess the qualities that the interviewers are looking for, it can be difficult to convey these in an interview situation.

If you want to make a good impression and give yourself the best chance of success, you must become familiar with the format and types of questions that are likely to arise, and understand how to best present yourself.



Interview Offers

WHEN ARE INTERVIEW OFFERS FOR MEDICINE RELEASED?

The interview offer release date varies depending on the university. Most universities release interview offers during October/November (as late as late December for Monash University and UNSW). For interstate students some universities release offers around mid-January (rural students may receive offers earlier).

For further specific information about offer and interview dates, please consult part 4 of this handbook.

WHAT DETERMINES WHETHER OR NOT I WILL RECEIVE AN INTERVIEW OFFER FOR MEDICINE?

Interview offers at most universities depend on your performance in UCAT. Some universities will make further interview offers once ATAR results become available in early January.

HOW WILL I KNOW IF I HAVE RECEIVED AN INTERVIEW OFFER FOR MEDICINE?

If you have received an interview offer for medicine, you will be contacted by the university, usually by email, phone call or letter.

Timing of Medical Interviews

WHEN DO MEDICAL INTERVIEWS TAKE PLACE?

Medical interviews take place at various times depending on the particular university and course (for further details, please consult part 4 of this handbook). Furthermore, some universities may schedule local and interstate applicant interviews at different times. Most interviews take place between November and January each year. You should keep this in mind when planning holidays, as universities will require you to attend the interview in person.



Most interviews take place between November and January each year

IF I RECEIVE MULTIPLE INTERVIEW OFFERS, SHOULD I ATTEND THEM ALL?

MedEntry strongly suggests that you attend all interviews, including those for interstate universities. This is because there is always an element of subjectivity when it comes to interviews. Attending all interviews will maximise your chances of obtaining a place at medical school.

Structure and Types of Medical Interview

WHAT TYPES OF MEDICAL INTERVIEW ARE THERE?

There are broadly three types of interview used to select students for entry into medicine and dentistry:

MMI (MULTIPLE MINI INTERVIEW)	STRUCTURED PANEL INTERVIEW	SEMI-STRUCTURED PANEL INTERVIEW
candidates rotate through various themed 'stations,' each addressing a particular topic presented as a scenario	traditional style of interview, where all candidates are asked the same or similar questions	traditional style of interview, where interviewers do not have to adhere tightly to a 'script,' and can ask follow up questions

MMIs are the commonest type of interview.

WHAT TYPES OF MEDICAL INTERVIEW ARE USED AT EACH UNIVERSITY?

MMIs are used at all universities except the University of New South Wales, the University of Adelaide, James Cook University and Otago University Dentistry (which use panel interviews).

WHAT KINDS OF MEDICAL INTERVIEW QUESTIONS CAN I EXPECT?

Each medical school varies in the types of questions that are posed to candidates. No two medical interviews are the same. It is therefore important to know the types of questions that are likely to be asked at each university.



Each medical school varies in the types of questions posed to candidates

For example, James Cook University has an emphasis on rural and Indigenous health, while UNSW has an emphasis on psychological profiling of the candidate.

WHO CONDUCTS MEDICAL INTERVIEWS? WHAT IS THEIR BACKGROUND?

The background of the interviewers depends on the particular university. However, interview panels are generally composed of:

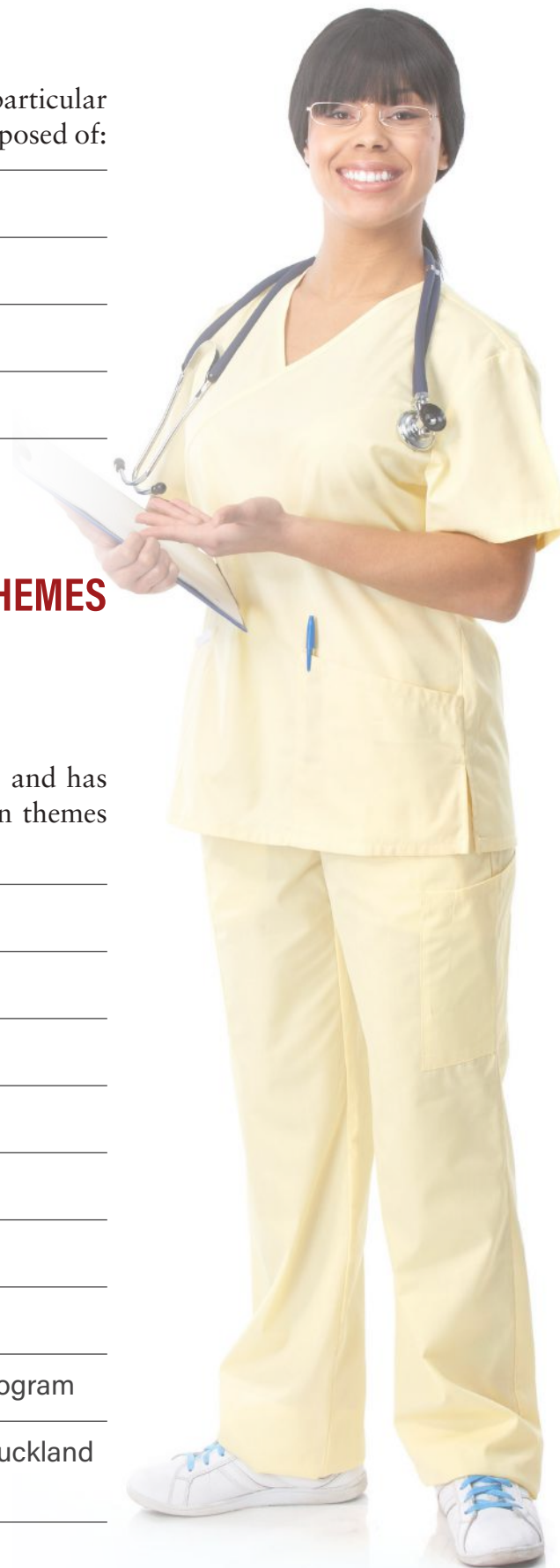
- Academic staff from the medical faculty
- Medical professionals
- Graduates from the medical program
- Laypeople from the wider community

MEDICAL INTERVIEW QUESTIONS AND THEMES

What are the common themes that arise in medical interviews?

Each university differs in the types of questions asked, and has a different emphasis on various themes. Some common themes that arise include:

- Motivation to study medicine
- Current issues in health
- Ethics
- Empathy
- Critical thinking
- Teamwork and leadership skills
- Self-awareness
- Understanding of the university and medical program
- Rural and Indigenous health (or Maori health at Auckland University)



WHAT TYPES OF QUESTIONS WILL COME UP IN MY MEDICAL INTERVIEW?

Each university varies in the types of questions they pose to candidates. Some questions involve hypothetical scenarios. There are hundreds of potential interview questions that may arise.

Some sample questions are provided below:

-
- Why do you want to study medicine? Why not another profession that involves caring for others?
-
- Describe a setback or disappointment that occurred in your life. How did you cope?
-
- Tell us about a time when you worked in a team and things did not go well. What did you learn from the experience?
-
- What volunteer work have you engaged in?
-
- If you were Health Minister, how would you attract doctors to work in rural areas?
-
- A patient, who is a Jehovah's witness, urgently needs a blood transfusion to save their life after an accident. Their beliefs prevent them from agreeing to a blood transfusion. What would you do?
-



WHAT CRITERIA ARE USED TO ASSESS MEDICAL INTERVIEW PERFORMANCE?

In general, medical interviews are designed to assess qualities considered important in both the study and practice of medicine.

Each university differs in their marking criteria for medical interviews. However, common assessment criteria include:

-
- Communication skills

 - Critical thinking

 - Decision making

 - Social responsibility

 - Empathy

 - Moral and ethical reasoning

 - Self-awareness

 - Maturity

 - Awareness of health issues

 - Teamwork and leadership

 - Quality of motivation to study medicine
-

Example question and marking criteria

Activity:

Consider the question, 'Why do you want to be a doctor?'

Try to speak for at least two minutes about this topic.

Once you have completed this activity, read on to view examples of outstanding and unsatisfactory answers, and an example of a marking sheet relating to this question.

Example of an outstanding answer:

There are many factors that have attracted me towards becoming a medical practitioner. At a young age, I had to come to terms with the harsh unpredictability of life with the passing of my grandmother. The sudden death that could have been prevented with adequate health care services marked a crucial turning point in my life. Since then, striving to assist others and providing necessary lifelong services to disadvantaged people of Australia in a skilful and holistic manner has been an aspiration of mine. Furthermore, I have always had an inquisitive mind about the functioning of the human body and its applications in the care of illnesses fascinates me. Having a keen interest in research, I would like to work in a profession of continuous learning. Through my work experience at Royal Brisbane and Women's Hospital, I was able to watch the dedication, leadership and teamwork surgeons utilise while dealing with patients in trauma and emergency units. This further inspired me to pursue medicine as a career.



Personal, engaging and genuine story



Altruistic mindset, focussing on how candidate can help others



Work experience shows motivation and understanding of the profession

Example of an unsatisfactory answer:

I would like to be a doctor because I want to help people, and I am interested in science. I was first inspired to study medicine from watching Grey's Anatomy when I was younger. My parents are both doctors and they also encouraged me to pursue the career. I like the idea of specialising in the field of Paediatrics, and the job security also appeals to me.



Cliched answer, which is too brief



Mentioning parents suggests motivation is external, mentioning Grey's Anatomy suggests unrealistic understanding of the profession



Focuses on why medicine is beneficial for candidate rather than what candidate can do for community



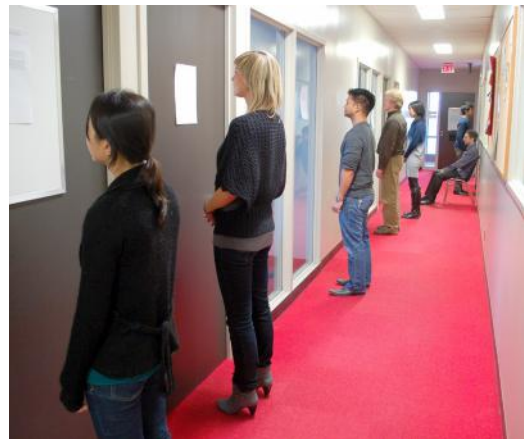
Feedback:
Example marking criteria

Unsatisfactory	Satisfactory	Outstanding answer
Somewhat apathetic attitude towards a career in medicine; little evidence of sense of service to care for others	Generally displays interest and eagerness for a career in medicine; displays some sense of service to care for others	Displays genuine enthusiasm for a career in medicine with a very strong sense of service to care for others
Very little or reluctant participation in work experience or volunteer activities	Has participated in work experience or volunteer activities, or displays a willingness to do so	Actively participates in a wide range of work experience and volunteer work
Does not have a realistic view of medicine as a career	Has a generally realistic understanding of medicine as a career	Has a realistic understanding of medicine as a career

Multiple Mini Interview (MMI)

WHAT IS AN MMI (MULTIPLE MINI INTERVIEW)?

An MMI or Multiple Mini Interview is a particular type of interview used at most universities to select students for entry into medicine. It involves a series of ‘mini interviews’ conducted in separate rooms, booths or stations. Each station has a specific theme, and there are usually 6-8 stations which are each separately timed.



In a typical station, the applicant receives a written scenario or excerpt, and then a series of pre-determined questions are posed. The number of questions asked and the duration of each ‘station’ varies between universities.



MMIs are used at most universities to select students for entry into medicine

Why are MMIs used?

MMIs are considered a fairer and more reliable way to assess candidates. MMIs involve more interviewers, therefore potentially minimising bias. They give the university a broader, more holistic evaluation of your non-academic qualities.

What makes MMIs difficult?

MMIs can be challenging. As well as having to present interesting, insightful, concise and cohesive responses to questions, you will need to manage time, remain composed and establish rapport with the interviewers quickly.

What types of medical interview questions and scenarios arise in MMIs?

Most MMIs are mini panel interviews covering a specific theme. Students may be provided with a written prompt, and then interviewers pose pre-determined questions. You may be given a hypothetical situation, excerpt from a research paper or other passage to analyse or debate.

Some stations may involve other tasks, such as evaluating videos, acting as a doctor to explain something to a patient, or completing a practical task. Some MMI stations test your reasoning, problem solving skills and values.

Preparing for Medical Interviews

How should I prepare for my medical interview?

Just like UCAT, there is an effective and systematic way you can prepare for medical school interviews. To best prepare for your interview, you should follow these three steps:



Step 1: Understand your interview

You need to have a good understanding of the specific interview(s) for which you have received an offer. This involves understanding the types of questions that are likely to arise, and what qualities and skills the interviewers are looking for.

Step 2: Develop solid interview technique

It is important to understand how to best present yourself during the interview. This includes:

- Your manner (including voice, body language, eye contact, confidence, passion)
- The content of your answer (including level of insight, length, clarity, use of interesting anecdotes/examples)

You should also develop an understanding of:

- Current issues in healthcare
- Rural and Indigenous/Maori health
- The particular university's course

Step 3: Practice and seek feedback

It is important to practice the specific questions that will arise in each university's interview. It is also important to practice answering questions within time limits, particularly for MMIs. You should seek expert feedback on your performance and take steps to improve.

It is also extremely valuable to act as an interviewer yourself, and listen to other people answering the same question. This will give you an invaluable insight into what makes an outstanding answer, and poor answer traps to avoid.

MedEntry provides all students with an Interview Guide, which covers interview strategies and common questions that arise. Students also have the opportunity to enrol in a full day Medical Interview Training session which is tailored to the specific university to which the student has received an offer, and which covers all three of the above preparation steps.

The sessions provide invaluable training and practice that will not only be useful for medical school interviews, but for all interviews you will face in your future career.

With the right preparation, interviews are a wonderful opportunity to showcase your unique life experiences, achievements and skills, giving you a significant advantage over other candidates.



It is important to seek expert feedback on your interview responses and technique, and take steps to improve

Why do some universities say I should not prepare for my interview?

Just like with UCAT, there is a common misconception that you should not prepare for interviews, or that you do not need to prepare for interviews. Some people may feel that preparing for your interview will mean that your responses are not natural and authentic.

However, preparation does not mean you should memorise your answers word for word – in fact, this is a terrible strategy. Preparation means knowing the types of questions, knowing how best to present yourself and understanding the features of an excellent response. Quality preparation will allow you to formulate genuine, interesting and effective answers. In fact, many universities coach their own graduates for job interviews!

It is essential that you prepare for your medical interview to give you the best chance of securing a place in medical school.





4

University Admissions

The following pages outline information on the selection criteria and key dates for all universities that make use of UCAT.

Note: all details are accurate at the time of publishing. Because details and criteria can change, please consult university websites for updates.

UNIVERSITY ADMISSIONS – NEW SOUTH WALES

Charles Sturt University - Bachelor of Dental Science			
Minimum ATAR	90	Prerequisites	None
Lowest known ATAR 2019	94.00	Application style	Apply to UAC only
UCAT	Yes	Application Deadline	Late September
Interview	Yes	Offer Ranking	Interview Score UCAT Score
Interview Ranking	UCAT (all subtests)	Offers release date	Mid - Late December
Interview style	Panel Interview	Places	40
Interview offers sent	Late October	Years	5 years
Interview period	Late November	Notes 50% of places reserved for students with rural backgrounds	
No. Invited to interview	Approximately 150		

University of New South Wales - Bachelor of Medical Studies & Doctor of Medicine			
Minimum ATAR	96	Prerequisites	None. Recommended: Chemistry
Lowest known ATAR 2019	96.20 (Standard Entry) 91.05 (Rural Entry)	Application style	UAC Application form to University
UCAT	Yes	Application Deadline	Late September
Interview	Yes	Offer Ranking	Academic Rank UCAT Score Interview Score (equal weighting)
Interview Ranking	UCAT (cognitive subtests) and ATAR	Offers release date	~8 January (NSW/ACT) ~21 January (IB/interstate/overseas)
Interview style	Panel	Places	198 (36 rural)
Interview offers sent	Mid December (NSW/ACT) Mid January (IB/Interstate/overseas)	Years	6 years
Interview period	Over the week after interview offers are sent	Notes 2 Medical campuses, Kensington and Port Macquarie ACCESS (EAS)/ SCATS, Rural Student Entry scheme, Indigenous Entry schemes are available	
No. Invited to interview	Approximately 500		

**University of New England/University of Newcastle Joint Medical Program -
Bachelor of Medical Science & Doctor of Medicine**

Minimum ATAR	94.3 91.4 (Rural)	Prerequisites	None
UCAT	Yes	Application style	UAC Apply direct to University
Interview	Yes	Application Deadline	Late September
Interview Ranking	UCAT (cognitive subtests)	Offer Ranking	JMP assessment (MMI + PQA ¹)(1st Ranking) UCAT (2nd ranking)
Interview style	MMI	Offers release date	Round 1: Early - Mid January Round 2: Mid - Late January
Interview offers sent	Mid October	Places	170
Interview period	Late November - early December (NSW/Qld/ACT/ Rural) Mid-late January (all other non-rural applicants)	Years	5 years
No. Invited to interview	Not Specified	Notes ¹ personal qualities assessment Aboriginal and Torres Strait Islanders entry scheme available 30% of places reserved for rural candidates	

Western Sydney University - Doctor of Medicine (MD)

Minimum ATAR	95.5 93.5 (Greater Western Sydney/ Rural Students)	Prerequisites	None
UCAT	Yes	Application style	UAC Application form to University
Interview	Yes	Application Deadline	Applications close 30 September
Interview Ranking	UCAT (all subtests)	Offer Ranking	UCAT Interview (greater emphasis on interview)
Interview style	MMI	Offers release date	January
Interview offers sent	Mid October	Places	120
Interview period	Late November	Years	5 years
No. Invited to interview	Not Specified	Notes Rural Entry and Aboriginal / Torres Strait Islander Admission Schemes available From 2021, Charles Sturt University will commence a 5 year undergraduate joint medical program with WSU. It will be held at the Orange campus, and will primarily be targeted at students of rural or regional backgrounds. UCAT is required.	

UNIVERSITY ADMISSIONS - VICTORIA

Monash University - Doctor of Medicine			
Minimum ATAR	90	Prerequisites	Study score of 30 in English (35 in EAL) Study score of 30 in Chemistry Recommended: Year 12 Biology
Lowest known ATAR 2019	Lowest: 87.6 (Rural) 25th percentile: 98.25		
UCAT	Yes	Application style	VTAC
Interview	Yes	Application Deadline	Initial: Late September Dean's List applications: Mid November
Interview Ranking	UCAT and ATAR Scores	Offer Ranking	ATAR + UCAT + Interview (equal weighting)
Interview style	MMI	Offers release date	Round 1: Mid January Round 2: Early February (possibility of offers until mid February)
Interview offers sent	Mid December (Vic and Deans List Applicants) Mid January (All other applicants)		
Interview period	Early January (Vic and Deans List Applicants) Late January (All other applicants)	Places	~237 places
		Years	5 years
No. Invited to interview	~800	Notes SEAS Scheme Available Dean's Rural/Indigenous List available Monash will only interview a student once; subsequent applications after that interview will use the results of that first interview.	

La Trobe University - Bachelor of Dental Science (BDS)			
Minimum ATAR	99.00	Prerequisites	Study score of 35 in English Study score of 25 in Biology Study score of 25 in Chemistry or equivalent
UCAT	Only for those applying with higher education study	Application style	VTAC
Interview	No	Application Deadline	Late September
Interview Ranking	N/A	Offer Ranking	Academic Score
Interview style	N/A	Offers release date	January
Interview offers sent	N/A	Places	Not currently specified, previously 55 places
Interview period	N/A	Years	5 years
No. Invited to interview	N/A	Notes SEAS Scheme available	

La Trobe University - Bachelor of Oral Health (BOH)			
Minimum ATAR	85.95	Prerequisites	Study score of 35 in English Study score of 25 in one of Biology, Chemistry, or Physical Education or equivalent
UCAT	Only for those applying with higher education study	Application style	VTAC
Interview	Those applying with higher education study may be required to attend an interview	Application Deadline	Late September
Interview Ranking	Not Specified	Offer Ranking	Academic Score
Interview style	Not Specified	Offers release date	January
Interview offers sent	Not Specified	Places	Not currently specified, previously 30 places
Interview period	Not Specified	Years	2.5 years accelerated (equivalent to 3 years full time)
No. Invited to interview	Not Specified	Notes	SEAS Scheme available

UNIVERSITY ADMISSIONS - QUEENSLAND

University of Queensland - Bachelor of Dental Science			
Minimum ATAR	99/IB 42	Prerequisites	English Chemistry
Lowest known ATAR 2019	Highest unadjusted 99 Median unadjusted 99 Lowest unadjusted 95 Lowest adjusted 99	Application style	QTAC
UCAT	Yes (cognitive subtests; SJ and VR used as secondary and tertiary selectors respectively)	Application Dates	Close of QTAC submissions
Interview	No	Offer Ranking	UCAT only
Interview Ranking	N/A	Offers release date	Mid January
Interview style	N/A	Places	Not Specified
Interview offers sent	N/A	Years	5 years
Interview period	N/A	Notes	
No. Invited to interview	N/A		

University of Queensland - Doctor of Medicine (Provisional Entry)

Minimum ATAR	99/IB 42	Prerequisites	Year 12 English and Chemistry Biology recommended
Lowest known ATAR 2019	Highest unadjusted 99 Median unadjusted 99 Lowest unadjusted 95 Lowest adjusted 99	Application style	QTAC
		Application Dates	Close of QTAC submissions
UCAT	Yes (cognitive subtests; SJ and VR used as secondary and tertiary selectors respectively)	Offer Ranking	Not known at present for 2021 entry: most likely a combination of UCAT, interview and possibly academic results.
Interview	Yes, for students starting 2021 onwards		
Interview Ranking	UCAT/ISAT only	Offers release date	Mid-January
Interview style	MMI	Places	140
Interview offers sent	November	Years	4 years full time
Interview period	November	Notes Prior to commencing the Doctor of medicine two subject prerequisites must be completed: <ul style="list-style-type: none"> - Integrative Cell & Tissue Biology - System Physiology 	
No. Invited to interview	About 400		

James Cook University - Bachelor of Medicine, Bachelor of Surgery (MBBS)

Minimum ATAR	N/A	Prerequisites	English Maths B Chemistry
Lowest ATAR in 2019	ATAR 89	Application style	Written application direct to JCU QTAC
UCAT	N/A	Application Dates	End of September
Interview	Yes	Offer Ranking	Academic results Application form Interview
Interview Ranking	Predicted academic achievement Written Application	Offers release date	Mid January
Interview style	Panel	Places	150
Interview offers sent	Round 1: Mid November Round 2: late December	Years	6 years
Interview period	Round 1: Early - mid December Round 2: early January	Notes A Prediction of Academic Achievement form must be received by early October.	
No. Invited to interview	About 400		

James Cook University - Bachelor of Dental Surgery			
Minimum ATAR	N/A	Prerequisites	English, Maths B, Chemistry Recommended: Biology
Lowest ATAR 2019	Highest unadjusted 99 Median unadjusted 99 Lowest unadjusted 95 Lowest adjusted 99	Application style	Written application direct to JCU QTAC
UCAT	No	Application Dates	Late September
Interview	No	Offer Ranking	Written application Academic results
Interview Ranking	N/A	Offers release date	Mid-January
Interview style	N/A	Places	~80 places
Interview offers sent	N/A	Years	5 years
Interview period	N/A	Notes	
No. Invited to interview	N/A		

Bond University - Bachelor of Medicine, Bachelor of Surgery (MBBS)			
Minimum ATAR	ATAR 96+, IB Total 38+	Prerequisites	English One of Chemistry, Maths B, or Physics
UCAT	No, Psychometric Test instead	Application style	QTAC
Interview	Yes	Application Dates	Late January
Interview Ranking	Academic Results Psychometric Test	Offer Ranking	Academic Results Psychometric Test Medical Interview
Interview style	MMI	Offers release date	Early March
Interview offers sent	After Psychometric testing period is completed	Places	120 places
Interview period	Late February	Years	4 years 8 months
No. Invited to interview	Not specified	Notes	Psychometric testing will take place over 3 days in early to mid February, and will cost \$159.50 Bond University is a private university

UNIVERSITY ADMISSIONS - SOUTH AUSTRALIA

University of Adelaide - Bachelor of Medicine and Bachelor of Surgery (MBBS)			
Minimum ATAR	90	Prerequisites	SACE stage 2: Biology or Chemistry or Mathematical Methods or equivalent to the above in IB
Lowest known ATAR 2019	Lowest: 92.65 Median: 99.35	Application style	SATAC
UCAT	Yes	Application Deadline	Late September
Interview	Yes	Offer Ranking	UCAT (20%) Interview results (40%) Academic Score (40%)
Interview Ranking	UCAT (cognitive subtests)	Offers release date	Late December
Interview style	Panel	Places	139
Interview offers sent	Late October	Years	6 years
Interview period	Late November - December	Notes	
No. Invited to interview	~800		

University of Adelaide - Bachelor of Dental Surgery (BDS)			
Minimum ATAR	90	Prerequisites	One subject chosen from: Chemistry, Mathematical Methods, Specialist Mathematics, or Physics And one subject chosen from: Biology, Geology, Chemistry, or Physics (or equivalent)
UCAT	Yes	Application style	SATAC
Interview	Yes	Application Dates	Late September
Interview Ranking	UCAT ANZ (cognitive subtests)	Offer Ranking	Interview: first ranking UCAT Results: second ranking Academic results: threshold and third ranking
Interview style	Panel	Offers release date	Starting around mid December and continues until all places are filled or until week 4 of semester
Interview offers sent	Late October	Places	38
Interview period	Late November - December	Years	5 years
No. Invited to interview	~300	Notes	SATAC UES Scheme available

Flinders University - Bachelor of Clinical Sciences, Doctor of Medicine

Minimum ATAR	95	Prerequisites	None
UCAT	Yes	Application style	SATAC
Interview	No	Application Dates	Late September
Interview Ranking	N/A	Offer Ranking	ATAR (90%) UCAT (10%)
Interview style	N/A	Offers release date	Starting mid December
Interview offers sent	N/A	Places	
Interview period	N/A	Years	6 years
No. Invited to interview	N/A	Notes	There are rural and indigenous sub-quotas for this course.

UNIVERSITY ADMISSIONS – WA

University of Western Australia - Doctor of Medicine (Provisional Entry)

Minimum ATAR	99 96 (Rural or Broadway applicants)	Prerequisites	Recommended but not required: Chemistry Biology or Human Biology Maths Applications or above Physics
UCAT	Yes	Application style	TISC
Interview	Yes	Application Dates	Late September
Interview Ranking	UCAT Score Predicted (WA) or actual (other states) ATAR	Offer Ranking	ATAR or equivalent Interview UCAT score (weighted equally)
Interview style	MMI	Offers release date	Round 1: Late December Round 2: Mid January
Interview offers sent	WA: Mid-late November Other States: late December/ early January	Places	145 places
Interview period	WA: late November/early December Other States: late January	Years	6 years
No. Invited to interview	Not Specified	Notes	

University of Western Australia - Doctor of Dental Medicine (Provisional Entry)

Minimum ATAR	99 96 (Rural or Broadway applicants)	Prerequisites	English Recommended but not required: Chemistry Biology or Human Biology Maths Applications or above Physics
UCAT	Yes	Application style	TISC
Interview	Yes	Application Dates	Late September
Interview Ranking	UCAT Score Predicated (WA) or actual (other states) ATAR	Offer Ranking	ATAR or equivalent Interview* UCAT score (weighted equally)
Interview style	MMI	Offers release date	Round 1: Late December Round 2: Mid January
Interview offers sent	WA: Mid-late November Other States: late December/ early January	Places	145 places
Interview period	WA: late November/early December Other States: late January	Years	6 years
No. Invited to interview	Not Specified	Notes *Requires completion of a spatial awareness test to be taken on the same day as the interview Eyesight Requirements	

Curtin University - Bachelor of Medicine, Bachelor of Surgery (MBBS)

Minimum ATAR	95	Prerequisites	Chemistry Desirable: One of Mathematics Applications/Methods/ Specialist or equivalent
UCAT	Yes	Application style	TISC
Interview	Yes	Application Dates	Late September
Interview Ranking	UCAT ANZ Score (40%) and predicted ATAR or equivalent (60%)	Offer Ranking	ATAR or equivalent UCAT ANZ Score Interview Performance
Interview style	MMI	Offers release date	Round 1: Late December Round 2: Late January
Interview offers sent	November	Places	90 places
Interview period	Round 1: early December Round 2: mid-late January	Years	5 years
No. Invited to interview	Not Specified	Notes Special consideration can be applied for until late November for the December Round offers, and Early January for the January offers.	

UNIVERSITY ADMISSIONS - TASMANIA

University of Tasmania - Bachelor of Medicine, Bachelor of Surgery (MBBS)			
Minimum ATAR	95	Prerequisites	English Chemistry
UCAT	Yes, threshold greater than or equal to the 50th percentile	Application style	UTAS
Interview	No	Application Dates	Late September
Interview Ranking	N/A	Offer Ranking	ATAR Only
Interview style	N/A	Offers release date	Late November
Interview offers sent	N/A	Places	Not Specified
Interview period	N/A	Years	5 years
No. Invited to interview	N/A	Notes	Quota of 50% rural students

UNIVERSITY ADMISSIONS - NORTHERN TERRITORY

Charles Darwin University - Bachelor of Clinical Sciences			
Minimum ATAR	90 85 for Indigenous students	Prerequisites	None Recommended: Chemistry/Physics/Biology
UCAT	Yes	Application style	SATAC (for all states but NSW) UAC (for NSW)
Interview	No	Application Dates	Late September
Interview Ranking	N/A	Offer Ranking	ATAR (90%) + UCAT (10%)
Interview style	N/A	Offers release date	
Interview offers sent	N/A	Places	12
Interview period	N/A	Years	3 years + MD
No. Invited to interview	N/A	Notes	3 sub-quotas – 5 places for NT residents, 5 places for NT Indigenous and 2 places for National Indigenous students Completion of this course leads into Flinders University Northern Territory Medical Program

UNIVERSITY ADMISSIONS - NEW ZEALAND

University of Auckland - Bachelor of Medicine, Bachelor of Surgery (MBChB)			
Minimum Academic Requirement	GPA 6.0 (First Year BHSc or BSc) across all eight courses	Prerequisites	None
UCAT	Yes	Application style	Through University during first year of Health Sciences or Biomedical Science
Interview	Yes	Application Dates	Start of October
Interview Ranking	Based on GPA for the four core courses in the first year health sciences degree	Offer Ranking	GPA (4 core courses): 60% UCAT ANZ Score: 15% Interview: 25%
Interview style	MMI	Offers release date	Late December
Interview offers sent	Mid November	Places	257 Places
Interview period	Mid - Late November	Years	6 years
No. Invited to interview	Not Specified	Notes	Auckland University takes students in from the first year health sciences course. This course also has graduate entry: in this case the GPA portion of the interview and final ranking is based on the GPA for the last two years of study

University of Otago - Bachelor of Medicine, Bachelor of Surgery (MBBS)			
Minimum Academic Requirement	Minimum mark of 70% in each HSFY course on first attempt	Prerequisites	Applicants will be required to have passed the HSFY English Diagnostic Test or have passed ENGL 126.
UCAT	Yes (threshold determined annually)	Application style	Through University
Interview	No	Application Dates	Mid September
Interview Ranking	N/A	Offer Ranking	Academic score
Interview style	N/A	Offers release date	Mid - late December
Interview offers sent	N/A	Places	282 Places
Interview period	N/A	Years	5 Years
No. Invited to interview	N/A	Notes	

University of Otago - Bachelor of Dental Surgery

Minimum Academic Requirement	Minimum average mark of 70% in each HSFY course on first attempt, with no paper grade of less than 65%	Prerequisites	Applicants will be required to have passed the HSFY English Diagnostic Test or have passed ENGL 126.
UCAT	Yes	Application style	Through University
Interview	Yes	Application Dates	Mid September
Interview Ranking	HSFY GPA + UCAT	Offer Ranking	Academic score
Interview style	Panel	Offers release date	Mid - late December
Interview offers sent	Not Specified	Places	60 Places
Interview period	Early October	Years	5 Years
No. Invited to interview	300	Notes	



A faint, light-colored stethoscope graphic is overlaid on the red background, positioned behind the text. It features a large circular chest piece on the right and a coiled tube extending towards the left.

5

**What Makes MedEntry
Different?**

Trusted, Quality Education That Delivers Results

There are many companies offering UCAT preparation, and it can be difficult to decide which organisation to trust. However, choosing the right UCAT preparation organisation is one of the most important decisions you will make this year and can be critical in determining your success in entering medicine.



Choosing the right UCAT preparation provider can be critical in determining your success

Over the last two decades, MedEntry has been the trusted preparation provider, chosen by the best prospective medical students. MedEntry has become synonymous with 'Medical Entry'.

Here's why:

Our Unrivalled Expertise

MedEntry is the only organisation run by specialist, practicing doctors and academics, with expertise in test development, measurement and analysis. We are the only organisation that has been helping students enter medicine for two decades, and we have helped over 20,000 students to become doctors across Australia, New Zealand, Ireland and the United Kingdom. Over that time, we have developed unrivalled expertise regarding entry into medicine.

Our Obsession with Quality

We understand how important quality UCAT and interview preparation is for our students, having been through the process ourselves. Our focus is therefore on providing the highest quality and most comprehensive program available.

Working with our IT engineers, we have developed the most advanced, comprehensive and personalised online UCAT platform available. It exactly replicates the live UCAT, provides comprehensive, personalised feedback, and even makes preparing for the UCAT fun! Our workshops have become famous over the years due to their interactive, engaging and enjoyable nature.

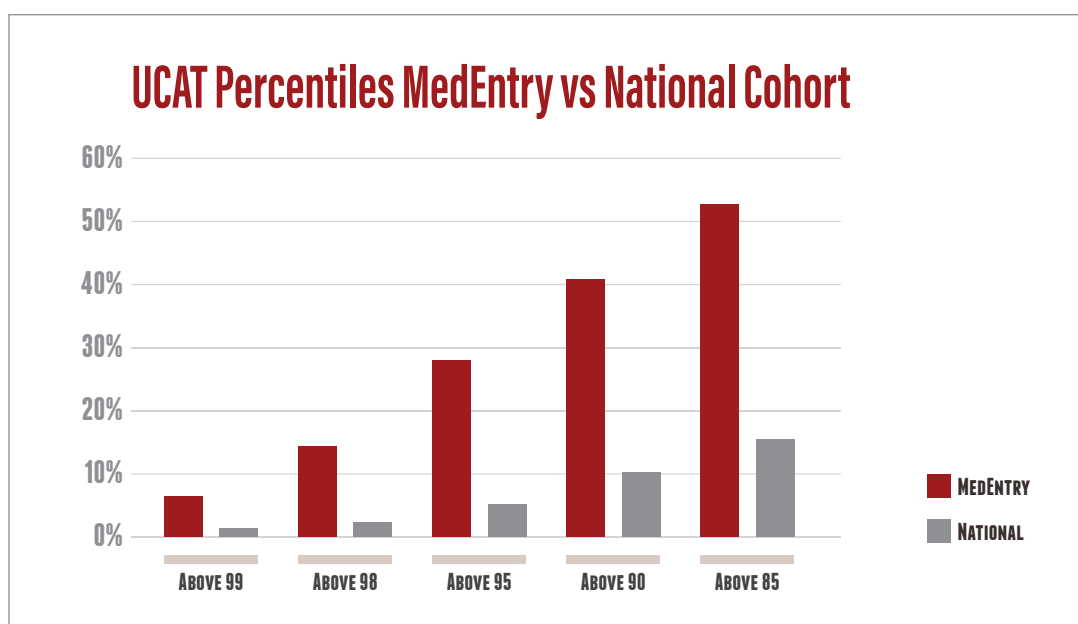
Our Unique Approach

MedEntry's aim is not just to help you prepare for UCAT and interviews. Our aim is to help you develop important life skills, such as critical thinking, emotional intelligence and likeability, which will be useful to you throughout your life. It is not uncommon for past students to describe our courses as life-changing.

Our Unparalleled Results

MedEntry's reputation is based on results. Each year, we help more students into medicine in Australia and New Zealand than any other preparation course. We are proud to have trained tens of thousands of health professionals.

A survey of a random sample of students who have been through our full training program showed that 92% were offered interviews, and 88% were offered places in one or more medical schools. Feedback statistics show that 99.1% of our students would recommend MedEntry's services to their friends. Over 95% of our students come through word-of-mouth referrals.



MedEntry has far higher ratings than any other educational institution, including universities!

Our Outstanding Reviews

Ultimately, it is easy to find the best UCAT preparation organisation: simply look at independent reviews on Google and Facebook. MedEntry has over 1500 reviews across our Australia, New Zealand, Ireland and United

Kingdom offices, at an average star rating of 4.8. This is far higher than any university!



GIVING BACK

MedEntry started with humble beginnings. The organisation was made possible by a generous grant from the Foundation for Young Australians, which is a voluntary organisation committed to helping young people achieve their goals.

We have a strong commitment to the community, and are particularly passionate about widening access to education to those from disadvantaged and under-served backgrounds, including rural areas.

Partnership with RDWA (Rural Doctors Workforce Agency)

MedEntry is extremely proud to have had a long-time association with RDWA to help improve access to medicine and dentistry courses for rural students.

RDWA is a government funded agency that aims to increase the health workforce in rural communities of South Australia. MedEntry provides UCAT preparation programs in rural areas on behalf of RDWA.



Scholarships and bursaries

MedEntry provides scholarships and bursaries to those from disadvantaged and under-served backgrounds, including those of low socio-economic status and those from rural and remote areas.

We have provided over \$1.2 million worth of scholarships and discounts to such students over the years.

Charity Partnerships

Each year, MedEntry partners with a charity in each country in which we operate. Students have the option of donating to a charity upon enrolment, and MedEntry matches each donation, dollar for dollar.

Our 2020 charity partners are:



Australia
Red Cross' Disaster Relief and Recovery (Bushfire Relief)



New Zealand
Make a Wish



Ireland
Our Lady's Children's Hospital, Crumlin



United Kingdom
Teenage Cancer Trust

MEDENTRY QUALITY GUARANTEE

We are so confident in the quality of our preparation that we offer this Quality Guarantee:

*Find any educational institution with more and higher ratings than MedEntry, and we will offer **OUR COURSE FREE!***

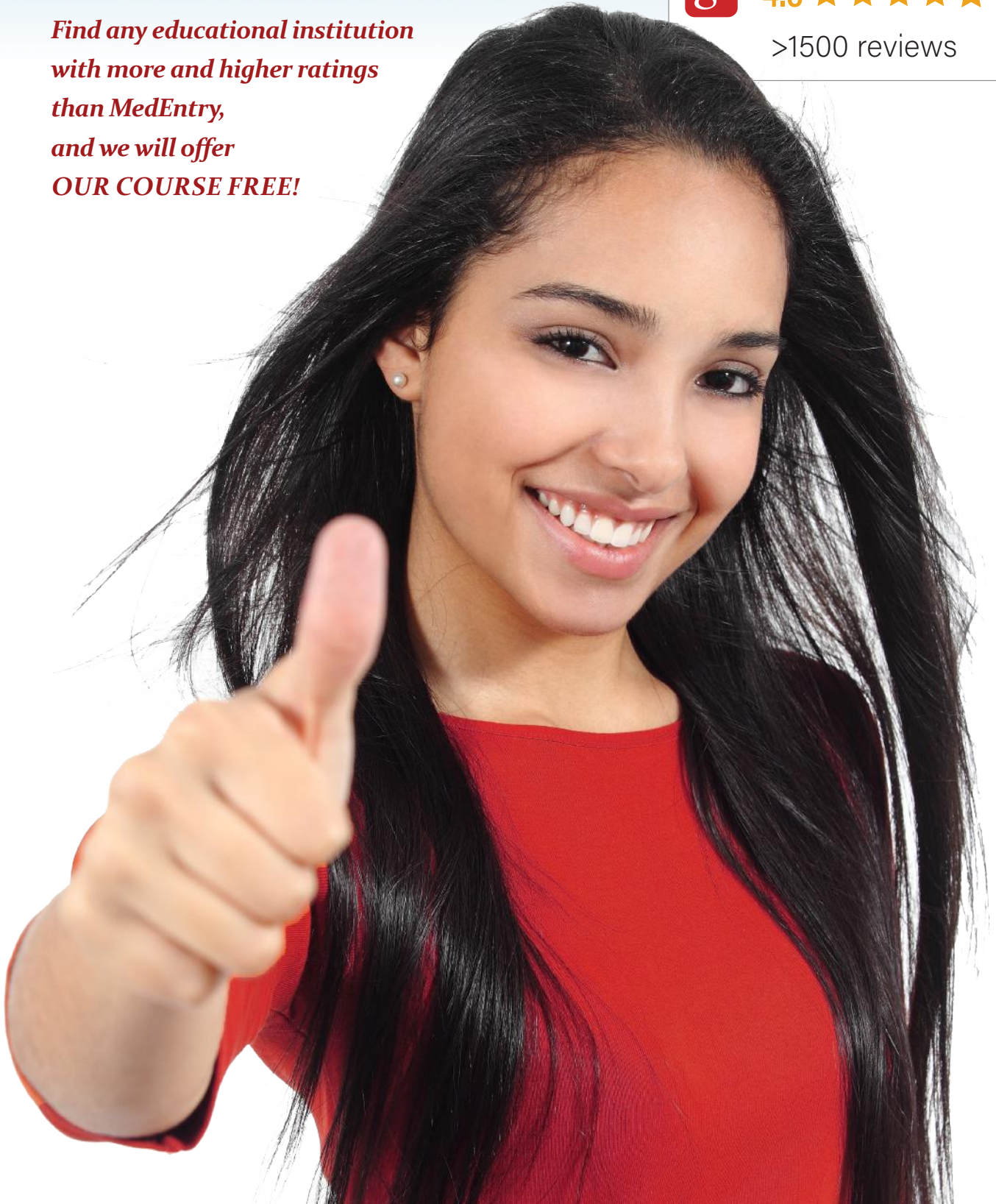


4.8 ★★★★★



4.8 ★★★★★

>1500 reviews



Our Services

MedEntry provides three main packages and a number of optional extras that can be purchased.

Main Packages

The most popular package is the Platinum package, and a group discount is available for two or more students.

	Packages		
	Online	Platinum	Diamond
Online Learning Platform	✓	✓	✓
Smartphone App	✓	✓	✓
Personal Support	✓	✓	✓
Interview Guide	✓	✓	✓
University Admissions Guide	✓	✓	✓
2-day Workshop		✓	✓
One-on-one tutoring			✓
Medical Interview Training			✓
Application Review Service			✓

MedEntry also offers weekly classes, and five additional practice exams.

ONLINE LEARNING PLATFORM

Our Online Learning Platform is the most advanced, personalised and comprehensive platform available. It is included in all of our UCAT packages.

It includes:

→ **High quality practice questions**

in practice exams, subtest mocks and drills. These questions are delivered on a platform that exactly replicates the live UCAT

→ **A Structured Curriculum**

that guides students through effective strategies and techniques for each UCAT subtest and type of question, complete with video instruction

→ **Comprehensive Feedback**

including percentile rankings, predicted scores and feedback on timing

→ **Personalised Adaptive Learning**

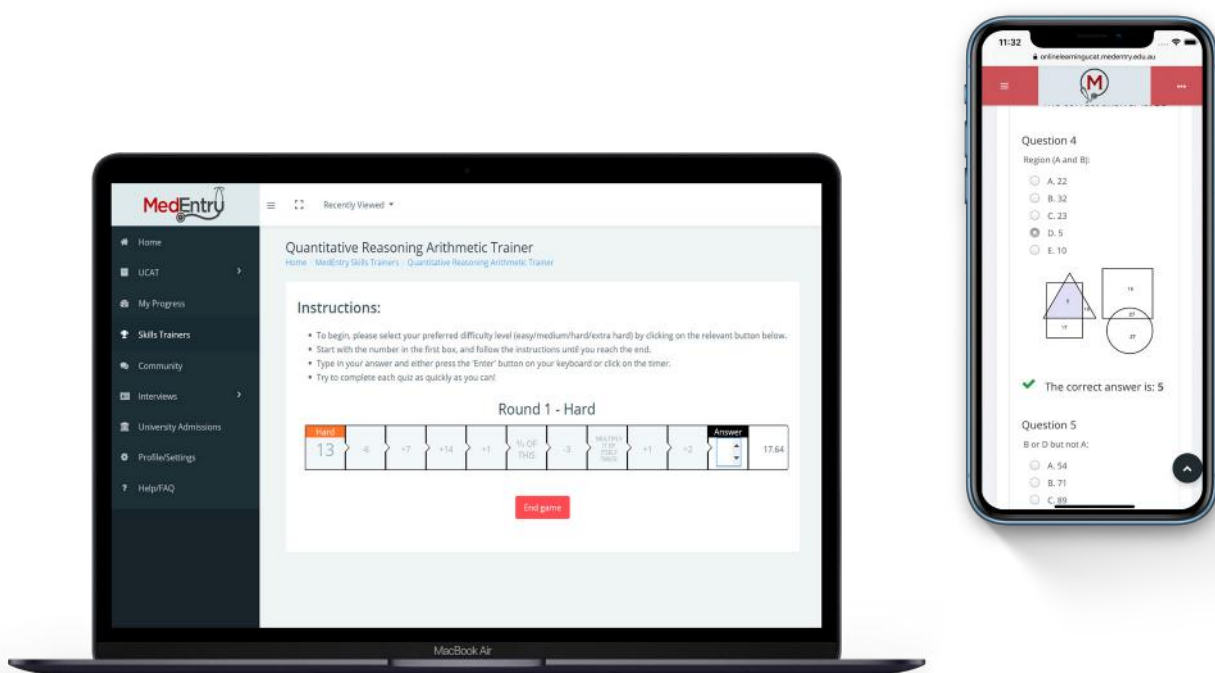
which means the platform learns from you and suggests resources to help you prepare for UCAT efficiently and effectively

→ **Exclusive Skills Trainers**

our UCAT skills trainers (including for speed reading, keyword scanning, mental math, keypad use, Venn diagrams and abstract reasoning) make preparing for the UCAT fun and quickly hones the skills you need

→ **Much more**

including an interactive UCAT study planner and community page



2-DAY UCAT WORKSHOP

Our workshops have become famous over the years – they are carefully crafted to cover the key strategies to UCAT success in a fun, engaging and interactive environment. Workshops are run by expert doctors who have each taught tens of thousands of students. Workshops are included in all Platinum and Diamond packages.

Workshops include:

- Discussion of each UCAT subtest with strategies on how to answer questions quickly and accurately
- Question and answer sessions with students who have recently excelled in UCAT and are currently studying medicine
- Short mini-tests to provide students with hands-on experience
- Formal instruction and group learning
- Medical Entry interview advice



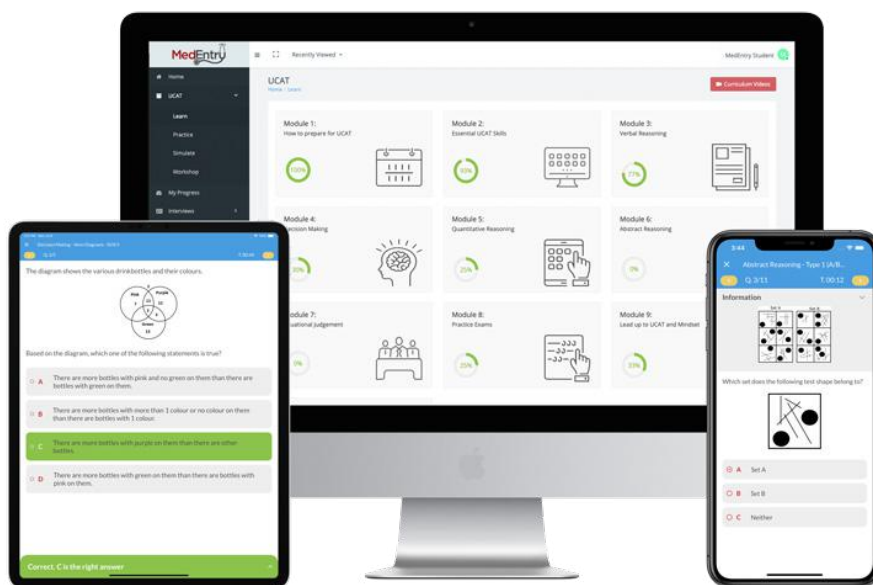
MEDENTRY SMARTPHONE APP

MedEntry's exclusive UCAT preparation App allows you to practice for the UCAT anytime and any place. The App is included in all MedEntry packages.

MedEntry is the only UCAT preparation organisation with a dedicated UCAT preparation App.

The App includes:

- Access to thousands of questions from each of the five UCAT subtests
- Detailed guides and solutions which show you exactly how to approach each question
- Features to keep you in touch with other MedEntry students via our community page



With MedEntry you'll be able to access your UCAT materials anywhere, anytime and any place. Whether you're at home, at school or on the bus you can access and use the online platform from your laptop, smartphone, tablet or desktop. All you need is an internet connection and you're good to go!

PRIVATE UCAT TUTORING

This service is included in the Diamond package. It involves one-on-one, personalised tutoring to help guide students through the medical entry process.

Personalised UCAT coaching is provided by an experienced tutor/mentor who has performed exceptionally well in UCAT, interviews and school.

MedEntry tutors are the best of the best - they have come through a very stringent vetting process, and are continually assessed to ensure they meet the highest quality that is expected of the MedEntry brand.

Private UCAT tutoring is available in all major cities and towns across Australia and New Zealand.

WEEKLY UCAT CLASSES

Weekly UCAT classes can be purchased as an add-on. The classes include:

-
- 12 x 2 hour teaching sessions, covering all sections of UCAT and all question types
-
- Small group teaching with expert UCAT educators
-
- Recordings of sessions, allowing revision anytime
-
- Distributed learning over 12 weeks, designed to for you to peak just prior to UCAT in July
-

Classes are highly interactive, giving you an opportunity to ask questions in real time and discuss questions you find difficult. This is a valuable, regular tuition service to maintain continuous training up until the UCAT.

Online classes can be attended from the convenience and comfort of your own home.

MEDENTRY INTERVIEW TRAINING

We passionately believe that all young people have a fascinating and individual life experience. Our role as interview trainers is to help these experiences and the passion you have for medicine shine through in a potentially stressful interview setting.

The sessions are tailored to the specific university/course for which the student has received an offer, enabling detailed discussion of the specific questions likely to arise at that interview.

MedEntry's interview training sessions are run by doctors and academics with expertise in interview training, and who have been on many interview panels.

MedEntry's interview training sessions will:

-
- **Reduce stress** - you should not go into your interview unaware of the questions that you will be asked

 - **Help you communicate effectively** to help present your 'best-self' to the interview panel

 - **Provide strategies** on how to succeed
-

The sessions are conducted in small groups of students, allowing personalised feedback and interaction to occur. An expert will facilitate the session and provide feedback on everything from interview technique to the intricacies of students' answers. After the mock interviews, you will be given a score for each station as well as a total score, suggestions for improvement and model answers.

MEDENTRY INTERVIEW GUIDE

You should not go into your interview unaware of the questions that you will be asked. This guide is included in all MedEntry packages.

The guide includes:

-
- ➔ common questions asked in all the medical and dental interviews throughout Australia and New Zealand

 - ➔ how to approach answering common and difficult questions

 - ➔ what interviewers are looking for

 - ➔ invaluable information on interview technique

 - ➔ how to manage stress and perform at your best in the interview

This guide was written by a team of experts on interview technique, students who have been successful in interviews and those who have been on interview panels.

APPLICATION REVIEW SERVICE

Interested in applying for medicine at the University of New South Wales, James Cook University, Auckland University, Charles Sturt University or other universities which require you to submit an application?

It is important that these are completed effectively and in a manner that will maximise your chances of gaining a place.

This service enables you to gain feedback from expert application reviewers, who will check your application and make detailed suggestions. It will also help you in your interview, as interviewers often ask questions based on the application.

This service is included in the Diamond package, or can be purchased as an add-on.

Free Resources

MedEntry is pleased to offer free, comprehensive and high-quality resources to students, parents and teachers to help with the medical entry process.

To access these resources, please visit the MedEntry website and click on 'Free Resources' along the top navigation bar.

FREE RESOURCES FOR STUDENTS & PARENTS

Full UCAT Practice Exam

Attempt a free, full length diagnostic exam covering all five UCAT subtests, on an advanced platform that exactly replicates the live UCAT. Receive detailed feedback including predicted scores and worked solutions.

Complete UCAT Guide

A complete guide to UCAT, which covers everything you need to know about UCAT, sample questions, and strategies to approach each type of question.

Bootcamp

Let the leaders in medical entry guide you through UCAT, medical interviews and the admissions process with this free session.

This session is invaluable for anyone who is serious about getting into medicine. Students in all year levels, parents, careers counsellors and teachers are all welcome to attend. UCAT Bootcamps are held in all major cities.

An Online Bootcamp session (two hours duration) is also available for viewing on the MedEntry website.

UCAT Sample Questions

Get a feel for UCAT with sample questions which cover each type of UCAT question across the five subtests.

University Admissions Guide

Admission into medicine can be complex and confusing. This detailed guide covers the entry requirements for each course.

UCAT Blogs

Hundreds of articles on a variety of topics including UCAT, medical interviews, medicine, dentistry, high school and much more!

Watch a 2 hour free UCAT Bootcamp Hosted by Dr Ray Boyapati, Specialist Physician!



Access it at: <https://www.medentry.edu.au/ucat-bootcamp> or find it on YouTube by searching for “MedEntry UCAT Bootcamp”

Resources For Teachers

MedEntry understands how important teachers are in guiding students through the medical entry process. We provide valuable resources for teachers which are outlined below. All resources can be accessed via www.medentry.edu.au/teachers or www.medentry.co.nz/teachers

Resources that teachers can pass on to students:

- ➔ Free Diagnostic UCAT exam
- ➔ Free UCAT online bootcamp (2 hours duration)
- ➔ Free UCAT guide



Information about UCAT

MedEntry is pleased to be able to provide teachers with information about UCAT, including answers to common questions. MedEntry can also supply informative posters and brochures that can be posted up on noticeboards or made available to students and their parents.

Want to be a Doctor?

You will need to succeed in the UCAT!

Key dates for UCAT 2020

Registration & booking opens	2 March 2020
Registration & booking closes	11 May 2020*
Testing period	1 to 31 July 2020
Results delivered to universities	Early September 2020
Cost (for test taken in Aus)	\$299
*late booking deadline	18 May 2020

For further details on registration, please visit www.ucat.edu.au

Courses requiring UCAT

You will need to sit the UCAT if you are interested in any of the following courses:

State	University	Course(s)	State	University	Course(s)
NSW	UNSW	Medicine	SA	Uni of Adelaide	Medicine, Dentistry, Oral Health
	Newcastle/UNE	Medicine		Flinders Uni	Clinical Sciences/Medicine
	Western Sydney	Medicine	WA	UWA	Medicine and Dentistry (direct pathway)
	Charles Sturt	Medicine		UWA	Medicine
Vic	Monash Uni	Medicine	NT	Charles Darwin	Clinical Sciences/Medicine
	La Trobe Uni	Dental Science	NZ	Auckland	Medicine
QLD	UQ	Medicine (prov. entry)		Chgo	Medicine, Dental Surgery

UCAT preparation

The UCAT is a very difficult, time pressured exam. For some courses it counts for as much, or more, than your ATAR. Quality preparation is therefore essential.

MedEntry is the internationally trusted leader in UCAT preparation with a Quality Guarantee. For more details, including a **free trial** exam, please visit

www.MedEntry.edu.au or call 1300 MEDENTRY

Follow MedEntry on social media for UCAT tips and updates!

UCAT

Common questions about UCAT answered by MedEntry, the Leading and Trusted UCAT Preparation Institution

What is UCAT?

UCAT stands for University Clinical Aptitude Test. To enter medical school in Australia, you will need to succeed in the UCAT. The UCAT is a two-hour computer based test consisting of multiple-choice questions and is divided into five separately timed subtests: Verbal Reasoning, Decision Making, Quantitative Reasoning, Abstract Reasoning and Situational Judgement.

What courses require UCAT?

State	University	Course(s)
NSW	UNSW	Medicine
	Newcastle/UNE	Medicine
Western Sydney	Charles Sturt	Medicine and Dental Science
	Monash Uni	Medicine
QLD	La Trobe Uni	Dental Science
	UQ	Medicine (prov. entry)
SA	Uni of Adelaide	Dental Science
	Flinders Uni	Medicine, Dentistry, Oral Health
WA	UWA	Clinical Sciences/Medicine
	UWA	Medicine and Dentistry (direct pathway)
Tas	Curtin Uni	Medicine
	UTas	Medicine
NT	Charles Darwin	Clinical Sciences/Medicine
	Charles Darwin	Clinical Sciences/Medicine
NZ	Auckland	Medicine
	Chgo	Medicine, Dental Surgery

What are the key dates for UCAT 2020?

Registration & booking opens	2 March 2020
Registration & booking closes	11 May 2020*
Testing begins	1 July 2020
Last testing date	31 July 2020
Results delivered to universities	Early September 2020
Uni application deadline	September 2020
*late booking deadline	18 May 2020

How can I register to sit UCAT?

You are required to complete a two-step process using the Pearson VUE online registration system to register and then book a test. Further details are available at www.ucat.edu.au. You can sit UCAT in your final year of high school and any year thereafter. The cost to sit UCAT in Australia is \$299.

Do I need to prepare for UCAT?

Yes! The UCAT is a skills based test which is completely different to any other test you have sat at school. It is a very difficult, time pressured exam and quality preparation is therefore essential. Even students who obtain a perfect ATAR can miss out on a place in medicine due to poor UCAT scores. For some courses, UCAT is as important or more important than your ATAR. UCAT preparation will also help with your school study as it enhances your thinking and test-taking skills.

Aren't free UCAT resources sufficient?

Not all universities do not want you to undertake quality additional preparation, because they won't a level playing field. Unfortunately, this does not exist. Informed and motivated students will always prepare for UCAT, and MedEntry provides premium UCAT resources to assist. Further, free resources often do not accurately simulate the live UCAT questions.

What UCAT score do I need to get into medicine?

The UCAT score that you need to get into medicine or other health science courses depends on the university to which you are applying. In general for non-UK candidates, a UCAT percentile of at least 85 is usually required to secure a medical interview offer. This may not seem high, but remember you are competing against a much tougher cohort than at school/uni.

Where can I get more information about UCAT?

Please visit www.MedEntry.edu.au for a free trial exam, information about the admissions process, tips about UCAT and to enrol in one of our UCAT preparation packages. You can also call us on 1300 MEDENTRY. Follow MedEntry on social media for UCAT tips and updates!

Why MedEntry?

When you enrol with MedEntry, you will be taught by doctors and academics with 25 years' experience in preparing students for aptitude tests such as the UCAT. MedEntry has higher ratings and more reviews on Google & Facebook than any other prep course (and even higher than any university). We help more students into medicine in Australia, NZ, Ireland and the UK than all other prep courses combined. For more information, please visit www.MedEntry.edu.au.

www.MedEntry.edu.au or call 1300 MEDENTRY

Discount Codes

MedEntry has a commitment to helping as many students as possible access our quality resources. As a valued teacher, you can help nominate them for discounts.

Request a talk

Would your students benefit from hearing directly from a current medical student speaking about how to prepare for UCAT? Please contact MedEntry to arrange this. A recorded session is also available for viewing on the MedEntry website.



We look forward to helping you on your journey to becoming a doctor!



Have a question?

If you have any questions about UCAT, interviews or the medical entry process, please do not hesitate to contact the MedEntry team.

☎ 1300 MEDENTRY (Australia)
✉ info@MedEntry.edu.au
🌐 www.MedEntry.edu.au

☎ 00613 9359 9960 (NZ)
✉ info@MedEntry.co.nz
🌐 www.MedEntry.co.nz

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📷 @medentry

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