

The UCAT Handbook

MedEntry



Foreword

We wish to extend a warm welcome to you on behalf of all 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 New Zealand, Australia, 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

Our Founders



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 (top 0.1% of the nation) 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 (top 0.1% of the nation) 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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How to get into Medicine/Dentistry

Entry Into Medicine / Dentistry

INTRODUCTION

Kia ora and 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.

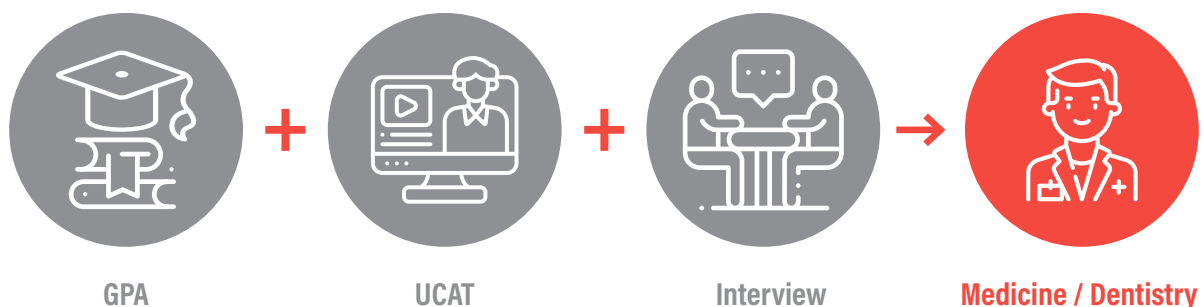
ENTRY CRITERIA

In New Zealand, you cannot enter medicine or dentistry as a school-leaver. You must first complete at least the first year of an undergraduate degree at Auckland or Otago University. Alternatively, you can enter medicine via the graduate entry pathway, after having completed a degree.

This means that applying for medicine or dentistry in New Zealand is a two-step process. First you gain admission to an undergraduate degree that permits you to apply to medical/dental school, then you apply for medical/dental school during the degree.

In general, entry into medicine and dentistry is based on three criteria:

- Your university results (Grade Point Average, or GPA)
- Your score in the UCAT (University Clinical Aptitude Test)
- Your score in an interview or oral assessment (for Auckland medicine and Otago dentistry)



The weighting and use of each of these criteria depends on the university and course.

RESTRICTIONS ON APPLYING TO MEDICINE

Importantly, both the University of Auckland and the University of Otago have restrictions on applying to medicine.

Both universities limit the number of times you can apply to the medical program:

- At both Auckland and Otago University, you can apply for medicine (or dentistry) only **once** after the first year of your university degree
- At Auckland and Otago University, you can apply to medicine (or dentistry) only **once** as a graduate per eligible degree

Furthermore, students can only apply for medicine / dentistry at the university where they completed their first year. That is, Auckland first year students can only apply to Auckland and Otago first year students can only apply to Otago.

Therefore, it is essential that students achieve a competitive UCAT score and perform well in interviews in order to secure a place.

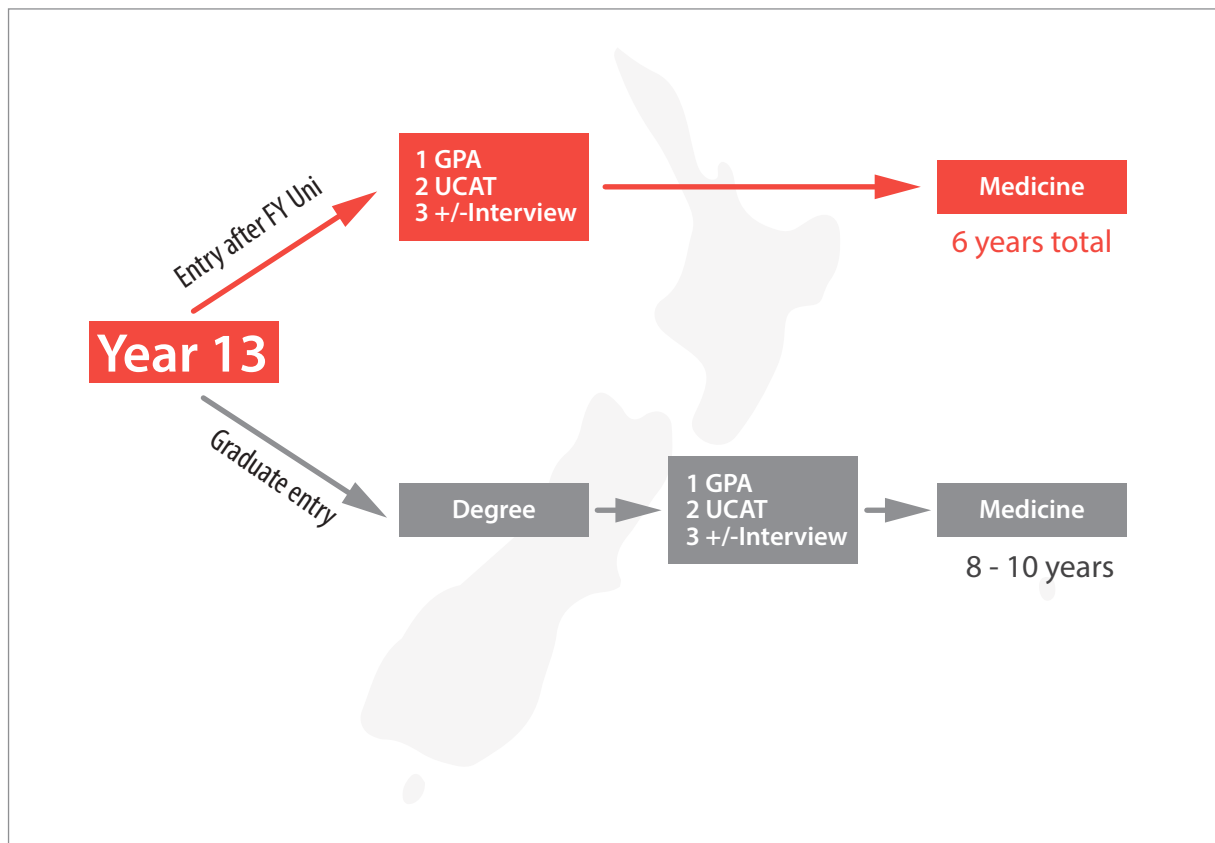


PATHWAYS INTO MEDICINE

There are two main pathways into Medicine and Dentistry in New Zealand:

1. Entry after first year of university
2. Graduate entry

Students also have the option to study in Australia, which has several advantages.



Pathways into medicine, New Zealand



Applying via the First Year Entry Route

There are two steps for entry into medicine / dentistry via this pathway: firstly gaining entry into the first year degree from high school, then gaining entry into medicine from the first year degree.

APPLYING FOR ENTRY INTO FIRST YEAR

There are three options for first year courses as a pathway into medicine:

- Auckland University Bachelor of Health Sciences (HSc)
- Auckland University Bachelor of Science specialising in Biomedical Science (BSc)
- Otago University Health Sciences First Year (HSFY)

There are minimum academic and subject requirements for entry into these courses from high school, which differ depending on the university and course. Details can be found in Part 4 of the handbook.

Closing dates for applications vary depending on the particular university and course (ranging from September to early December). It is a good idea to apply about half-way through your final year of high school, the year before you start university.

CHOOSING WHERE TO STUDY

Both Auckland and Otago Medical Schools are highly-respected institutions. University rankings should not be an important factor to consider, since a medical degree from either university will give you a license to practice medicine.

The decision regarding where to study mainly comes down to personal preferences and where you will have a greater chance of gaining entry into medicine / dentistry.

Personal factors to consider:

-
- ➔ Distance from home
-
- ➔ City (Auckland) vs student town (Otago) atmosphere
-
- ➔ Cost of living
-
- ➔ First year degree options: Auckland has two degree options (HSc or BSc Biomed) while Otago has only one option (HSFY)
-
- ➔ Where you wish to train in your clinical years as a medical student. As a general rule Auckland University trains students in the North Island (except Wellington) and Otago university trains students in the South Island (and Wellington)
-

Strategic factors to consider:

-
- ➔ If you are applying for medicine, are you likely to perform better in interviews compared to other candidates (weighted at 25% at Auckland, but not used at Otago)?
-
- ➔ Are you likely to perform better in the UCAT compared to other candidates (weighted at 15% for Auckland with only a minimum threshold required for Otago)?
-
- ➔ What are the subjects you can and want to take at each of the universities, and do they match your interests and strengths? It is generally advisable to choose a course/papers which are likely to give you a higher GPA.
-
- ➔ What are the core papers at the university you want to apply to? Auckland university has four core papers, and these are the only ones that count for your entrance grade. Notably, physics is not one of these papers. All papers at Otago count for your entrance grade. It is advisable to play to your strengths and determine which papers will best show your ability.
-
- ➔ What is the extent of competition for medicine at the two universities? You can partly estimate this by assessing the number of places in medicine vs the number of people studying first year and hoping to transfer into medicine – accessible via Official Information Act requests at FYI.org.nz
-

Choosing what to study

While Otago has only one option for a first year degree (HSFY), there are two choices of degree at Auckland university (HSc and BSc Biomed).

HSc and BSc Biomed are slightly different in terms of content, with the main differences being entrance requirements and which non-core papers you will sit (as both have the same core papers). Note that only core papers count towards your application for medicine, so long as you pass all the non-core papers.

BioMed focuses on Biochemistry and Physics as non-core papers, while HSc centres around studying health systems and population health. It is advisable to consider your interests and strengths when choosing which degree to pursue, also keeping in mind that you could continue this degree and apply as a postgraduate applicant if you do not gain entry via the first year pathway.

APPLYING FOR ENTRY INTO MEDICINE / DENTISTRY

Once you have been accepted into a first year programme at either university, the next steps are to work hard in the year and apply for MBChB (medicine) or BDS (dentistry) for second year.

Students should apply for medicine at Auckland University in semester 1 once they have their UCAT ID. Students should apply to Otago medicine / dentistry between early August and mid September. The entry requirements differ between Auckland and Otago.

Auckland University entry

To apply for medicine at Auckland University, candidates need:

- At least a 6.0 GPA across all first year papers, with no failed papers (including non-core papers)
- To have completed the UCAT and achieved a competitive score

Top students among the candidates who fulfill these criteria and have applied to medicine are invited for an interview, and about half of these students are selected for entry into medicine.

Candidates will be ranked by the following criteria for final selection:

- GPA for four core papers: 60%
- UCAT final score: 15%
- Multiple Mini Interview: 25%

Otago University entry

To apply for medicine or dental surgery at the University of Otago, candidates need:

- To pass all the papers prescribed, with a minimum mark of 70% in each paper for medicine, and a minimum of 65% (but average of 70%) for dentistry
- To have completed UCAT and achieved a minimum threshold in each subtest (decided annually by admissions committees)

For medicine, candidates who fulfill the above criteria are ranked based on GPA alone, and places are offered based on this.

Note that entry into medicine at Otago university does not require an interview, whilst entry into dental surgery does require an interview. Approximately 300 students who apply for dentistry are invited for an interview. Students who achieve the above requirements and a minimum threshold score for the interview are then ranked based on GPA alone and top candidates are offered a place.

Graduate Entry Route

Students can also apply to Auckland or Otago university via the Graduate Entry Route.

AUCKLAND UNIVERSITY GRADUATE ENTRY REQUIREMENTS

Students applying via this route need to have completed a degree from an NZ university with a minimum GPA of 6.0 (B+). Students must also sit UCAT, an interview, and provide supporting statements.

Candidates will be ranked by the following criteria for final selection:

- GPA: 60%
- UCAT final score: 15%
- Multiple Mini Interview: 25%

International candidates will not be required to sit UCAT and will be interviewed virtually or via phone.

OTAGO UNIVERSITY GRADUATE ENTRY REQUIREMENTS

Students applying to Otago University via this route need to have completed a degree from a New Zealand university within the last three years. Applicants must have a UCAT result which is above the minimum threshold in each subtest (set annually by the admissions committee), and if applying to dentistry must also achieve above a threshold score in the interview.

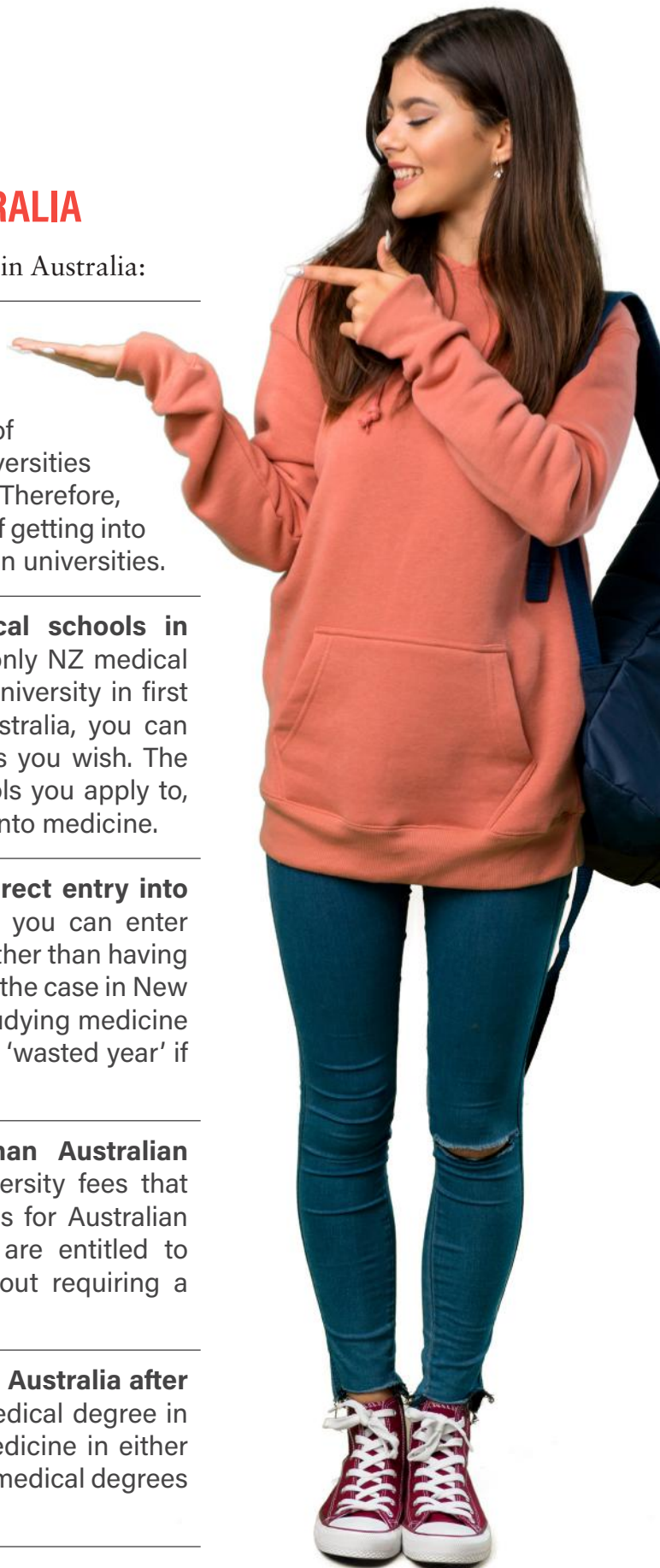
Candidates are ranked based on a scaled version of their GPA which gives a higher weighting to stage 2 and 3 papers.

Studying in Australia

BENEFITS OF STUDYING IN AUSTRALIA

There are many benefits to studying medicine in Australia:

- 1. There are more medical schools in Australia.** There are 24 medical schools in Australia and if you are in Year 13, you can apply to at least 17 of them. In contrast, there are only 2 universities offering medicine in New Zealand. Therefore, you have a greatly increased chance of getting into medicine if you also apply to Australian universities.
- 2. You can apply to multiple medical schools in Australia.** If you restrict yourself to only NZ medical schools, you can only apply to one university in first year of university. In contrast, in Australia, you can apply to as many medical schools as you wish. The greater the number of medical schools you apply to, the greater your likelihood of getting into medicine.
- 3. Australian medical schools offer direct entry into medicine from school.** In Australia, you can enter medicine directly from high school, rather than having to complete first year of a degree as is the case in New Zealand. This means you can start studying medicine / dentistry right away, and there is no 'wasted year' if you are unable to gain entry.
- 4. Your fees will not be higher than Australian students.** As a NZ citizen, the university fees that you will need to pay are the same as for Australian students. Furthermore, NZ citizens are entitled to study at Australian universities without requiring a student visa.
- 5. You can practice in New Zealand or Australia after graduation.** After you obtain your medical degree in Australia, you are free to practice medicine in either country. Australian and New Zealand medical degrees are interchangeable.



HOW TO APPLY FOR MEDICINE IN AUSTRALIA

If you are considering studying medicine in Australia, it is best to sit UCAT and apply in year 13. If you apply once you have commenced a university degree, the number of Australian universities that will accept you, and the number of places available, will decrease significantly.

Each university in Australia differs in its entry requirements, but in general, entry is based upon:

- School grades
- Performance in UCAT (most students will need to score at least 90th percentile to gain entry)
- Interviews

UCAT and interviews are weighted significantly and are often more important than school grades for entry into medicine in Australia.

Students will also need to apply to state academic authorities (and sometimes the university directly) to gain admission. The closing date for applications is normally at the end of September each year. Further details can be found in MedEntry's Australian Medical Entry Handbook, available at www.MedEntry.edu.au



Other Routes Into Medicine

ALTERNATIVE ENTRY ROUTE

This category is for admission into MBChB bypassing first year study, and is open to domestic allied health professionals and other graduates who are not eligible for the graduate entry pathway. Applicants must provide a CV, referees and statement of interest. Applicants may also be required to attend an interview.

SPECIAL ENTRANCE SCHEMES

In order to promote equity in the future health workforce of New Zealand, both Auckland and Otago Universities offer special entrance schemes for students belonging to under-represented groups in the healthcare system.

These alternative entrance schemes offer much higher chances of being accepted into medicine / dentistry. Therefore, if you are eligible for these schemes, you should strongly consider applying. The only caveat is that some of your training (while the same length) may be focused on serving underprivileged communities.

The schemes are outlined in the following table:

Auckland University	Regional Rural Entrance Scheme (RRAS)
	Māori and Pacifica Admission Scheme (MAPAS)
Otago University	Māori Subcategory
	New Zealand Resident Indigenous Pacific Origins Subcategory (NZRIPO)
	Socioeconomic Equity Subcategory
	Refugee Subcategory
	New Zealand Rural Origins Subcategory

For some of these schemes an interview, supporting documents and/or personal statement may be required. Further details about these schemes can be found on the Auckland and Otago university websites.

What Should I Do Now?

COMMENCED FIRST YEAR UNIVERSITY

If you have commenced your first year at university and have not already started your UCAT preparation, you should do so now! The ideal time in first year to sit the UCAT is during the break in June/July after the first semester. However, the earlier you start preparing, the better.



- ✓ *Prepare for the UCAT*
- ✓ *Master core papers*
- ✓ *Engage in work experience / volunteer work*

Unlike your school or university subjects, the UCAT is not a knowledge-based exam. The 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 subject and you should allocate your time accordingly. The UCAT is in July-August so you will need to dedicate time in the early months of the year to prepare.

It is also important to master your papers, particularly your core papers. Your GPA is an important factor for entry into medicine. Remember that at Auckland, 75% of your core papers are in the first semester, so it is important to allocate your time and effort into them. This is especially true because interview invitations are based overwhelmingly on performance in semester one papers.

It is also useful to have engaged in 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. Having quality work experience or volunteer work is important for your interview and will set you apart from other applicants.

Universities which conduct interviews will expect that prospective candidates 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 dentistry for the right reasons. It is also an opportunity for you to learn more about medicine/dentistry, and whether it is the right fit for you.

Once you have sat the UCAT, and depending on how you performed, you will need to start preparing for interviews, if relevant. 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 university holidays, for example. Universities will generally not reschedule interview dates, so you will need to work around them!

YEAR 13

Many NZ students are unaware that they can sit the UCAT in year 13. However, sitting the UCAT in year 13 (and again in the first year of university) confers a significant advantage. You will gain an insight into the difficulty, style and conditions of the exam, and it will help with your confidence when you sit the exam the following year. Furthermore, if you excel in the UCAT, you will be eligible to apply for medicine in Australia, which broadens your chances of securing entry into medicine or dentistry.



- ✓ ***Prepare for and sit the UCAT***
- ✓ ***Research entry requirements***
- ✓ ***Engage in work experience / volunteer work***

MedEntry recommends that you begin your UCAT preparation as early as possible. Because the 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.

Make sure you research the differences between Otago and Auckland University so you can decide where to pursue your first year of study. Research any prerequisite subjects and grades needed (outlined in detail in part 4 of the handbook). Your remaining subjects should be those that you enjoy and excel in, but also those which will help you to reach the entrance requirements.

Finally, it is useful to engage in work experience and/or volunteer work in the medical field. This will help you demonstrate in your interview that you understand the work of a health professional and are motivated to pursue a career in medicine / dentistry. 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, and also whether or not this type of work is right for you. It is helpful to engage in these experiences now, as you will be busy in your first year of university.

YEAR 12 AND BELOW

Research both Otago and Auckland university to decide where you wish to pursue your first year of university study. Note down each university’s selection criteria and any prerequisite subjects they may require (outlined in detail in part 4 of the handbook). 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 Chemistry, is required by your preferred university.



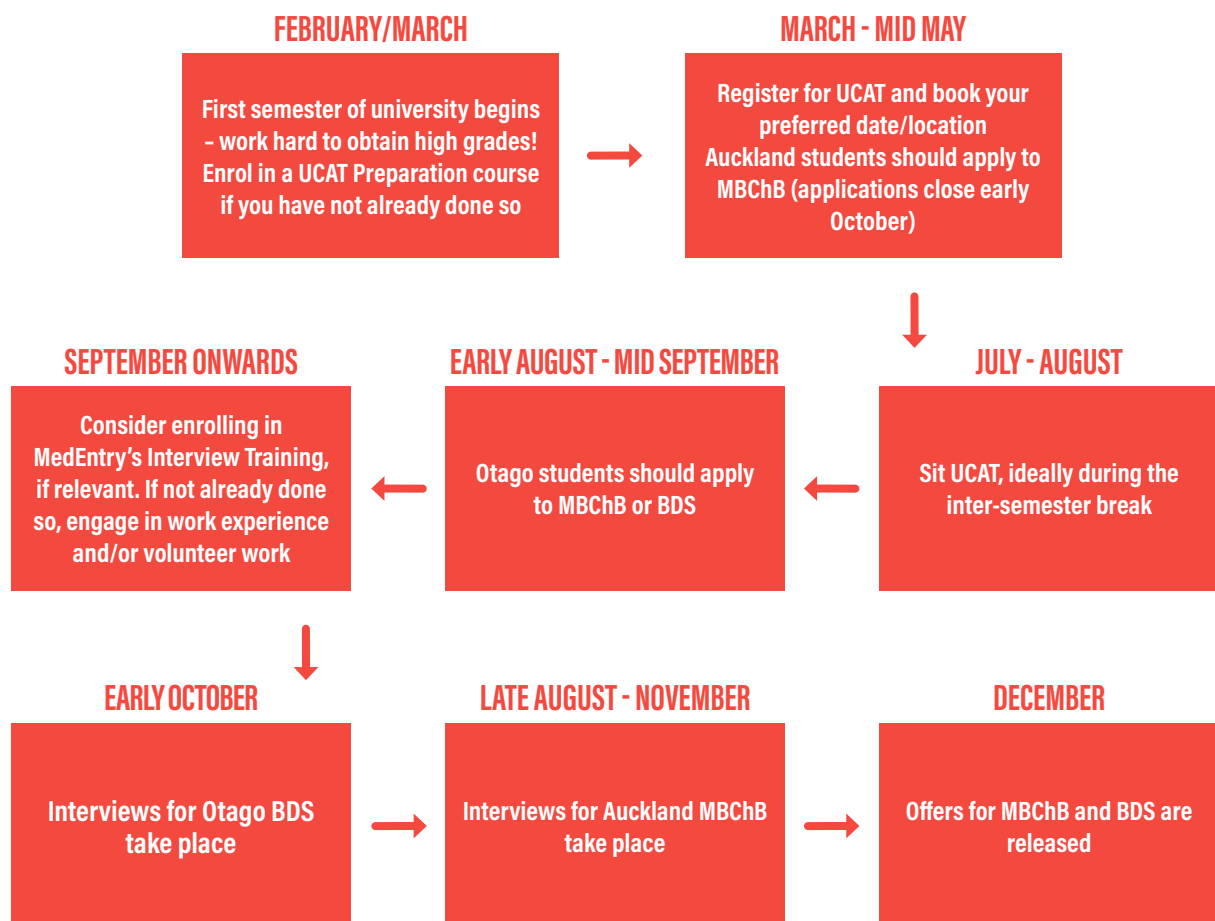
- ✓ ***Research entry requirements***
- ✓ ***Engage in work experience or volunteer work***
- ✓ ***Consider starting UCAT preparation***

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

Some students start preparing for UCAT in year 12, particularly those applying to Australia. 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 year 13 or above.

SAMPLE TIMELINE

Following is a sample timeline for students in their first year of 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 New Zealand, Australia 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?

At the University of Auckland, the UCAT is weighted at 15% of the entry criteria into medicine. At Otago University, UCAT results must meet the minimum threshold in all five UCAT subtests (determined annually by the admissions committee).

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.

WHAT IS THE STRUCTURE OF UCAT?

UCAT is composed of 228 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	~64 seconds
Quantitative Reasoning	36	25 minutes	~42 seconds
Abstract Reasoning	50	12 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 applying to medicine at Auckland university, or medicine / dentistry at Otago university (for both first year entry and graduate entry). It is also required for almost all universities in Australia offering medicine.

WHEN SHOULD I SIT THE UCAT?

Ideally, NZ students should sit the UCAT for the first time in year 13, and then again during the July inter-semester break during the first year of university.

Many NZ students are led to mistakenly believe that they can only sit the UCAT once, and only in their first year of university. However, any student can sit the UCAT in their final year of schooling (year 13) and any number of times thereafter.

It is highly recommended that all NZ students who are interested in pursuing medicine sit UCAT in year 13 if possible, as it will boost their chances of securing a place in medical school. This is because:

- ➔ **You will gain experience in sitting the UCAT.** This will boost your performance the following year, as you will be familiar with the style, content, difficulty and test day experience. This advantage should not be underestimated.
- ➔ **It will help you decide where to study.** One of the factors that should be considered when deciding whether to study at Auckland or Otago is what your UCAT score is likely to be, since it is weighted higher at Auckland university. By sitting the UCAT in year 13 you will gain an idea of your performance, helping you to make your decision.
- ➔ **You can apply as a school leaver to Australian universities.** If you do well when you sit the UCAT in year 13, you can consider applying to medicine directly as a school leaver in Australia, which has several advantages.

Note that UCAT results are only valid for one year, so those applying to NZ universities must sit the UCAT in their first year of university (year 13 UCAT results cannot be used to apply for entry in NZ).

WHEN IS UCAT HELD?

The UCAT runs from early July to mid August each year. 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.

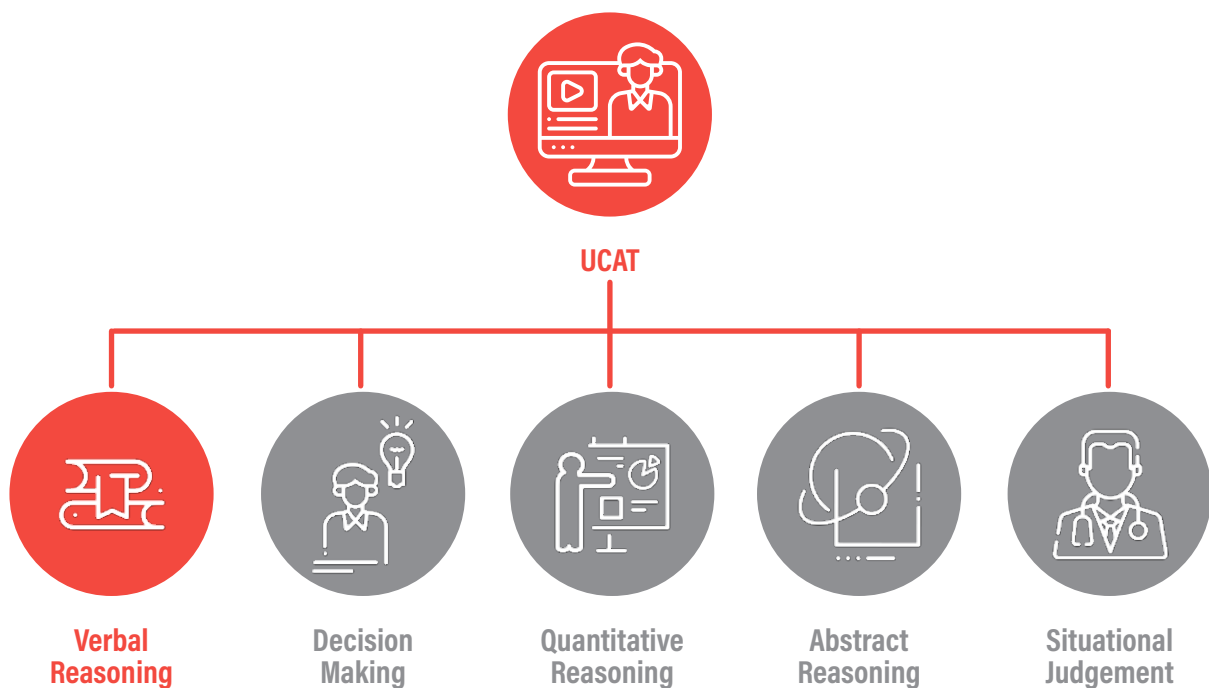
Further detailed instructions on how to register for the test can be found on the UCAT Official website: [Booking a Test | UCAT Consortium](#)

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.

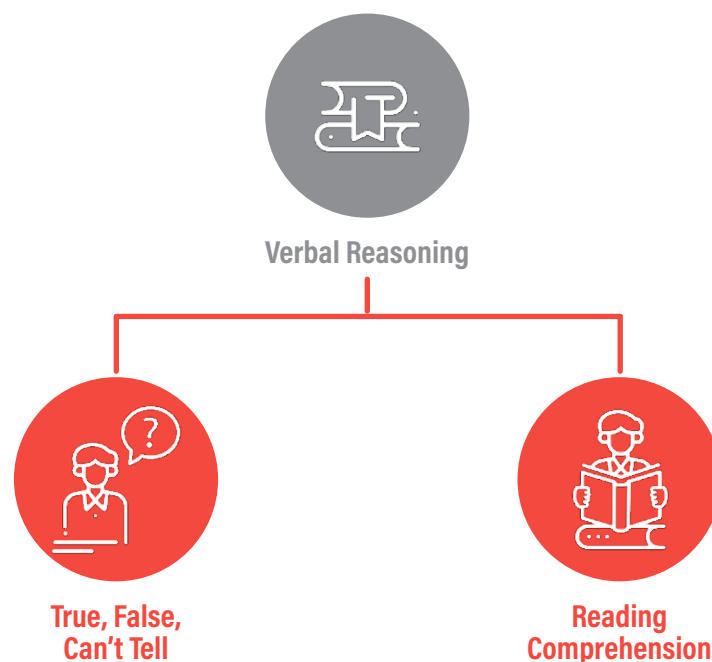


Most students find Verbal Reasoning the most time-pressured subtest

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?

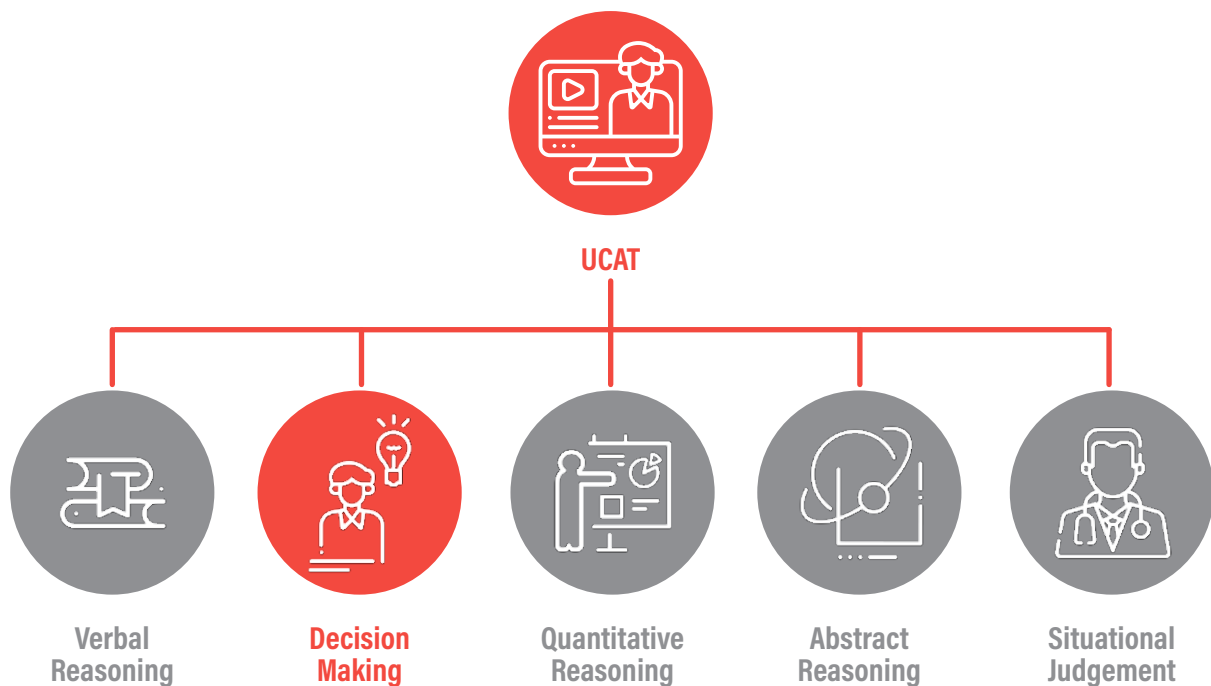
There are many strategies that can be used to answer Verbal Reasoning questions quickly and accurately. These include speed reading, keyword searching, understanding logical fallacies and applying a critical thinking framework. These techniques and many others are covered in detail in MedEntry's UCAT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

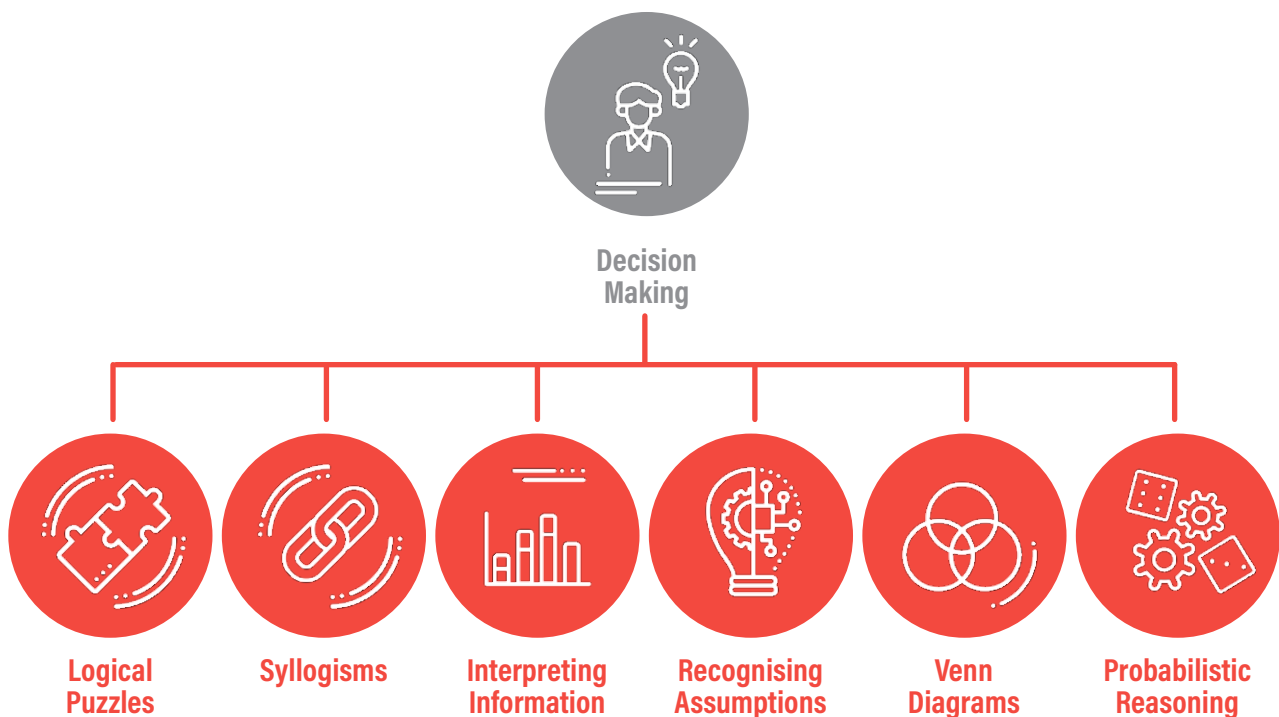


The Decision Making subtest is composed of 29 questions. Each question is ‘individual’ – that is, each is associated with text and/or a diagram, followed by an independent question. Your task is to select the best answer.

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 - ~64 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 - ~64 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"/>	<div>Yes</div> <div>No</div>
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 – ~64 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"/>	<div>Yes</div> <div>No</div>
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 - ~64 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.

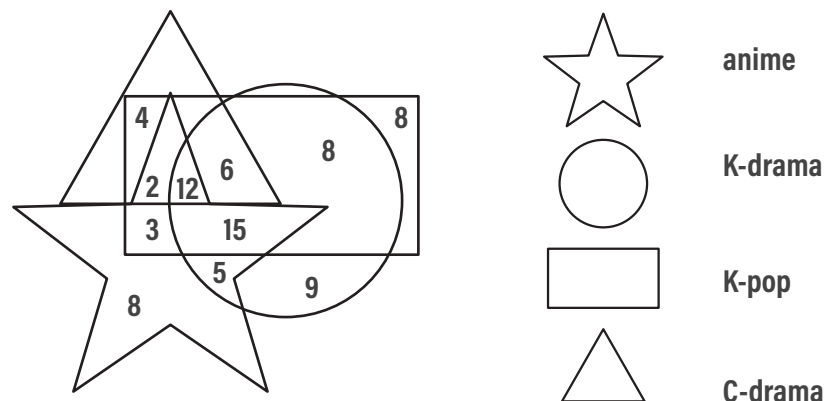
The diagrams presented in UCAT can look unusual due to the variety of shapes that are used. It is important to have a strong understanding of how Venn diagrams work to answer these questions.

Example Question – Venn Diagrams

Time limit per question – ~64 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 – ~64 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 $\frac{1}{4}$.

Question:

Is Joe correct?

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

Answer: D

Solution:

The probability of the first coin Joe picks being a 50 cent piece is $\frac{5}{8}$, 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 $\frac{4}{7}$.

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

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.

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UCAT Quantitative Reasoning

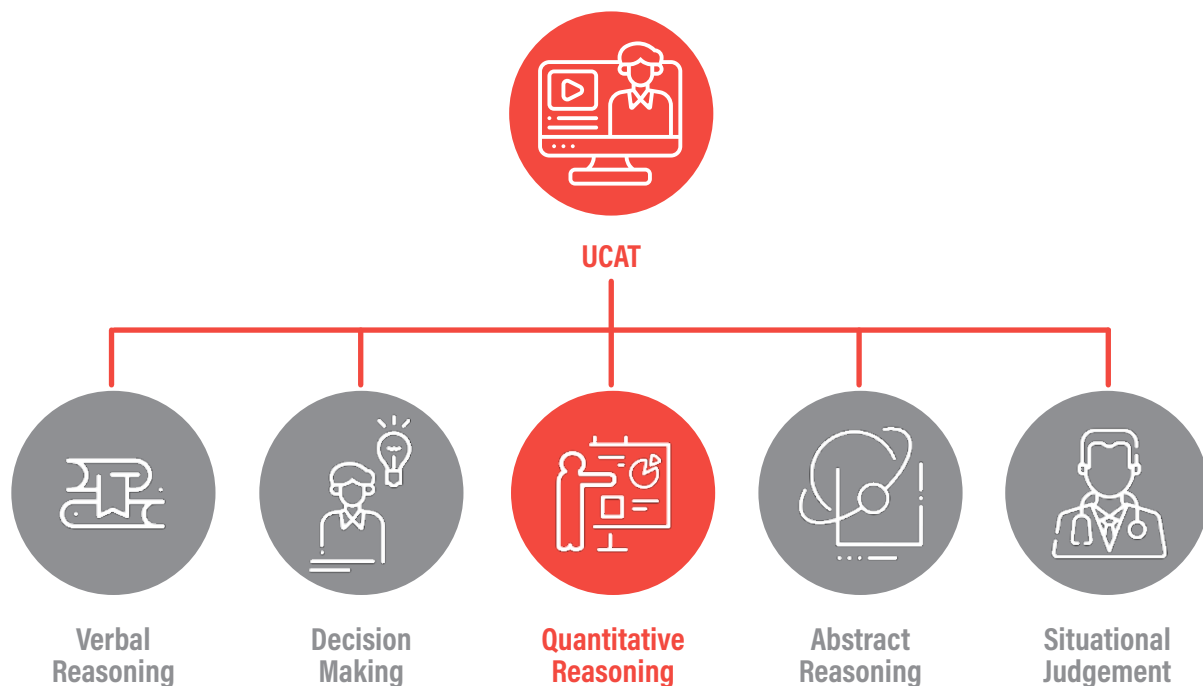
In this section, we will cover what Quantitative Reasoning entails, and how to effectively answer Quantitative Reasoning questions.

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?

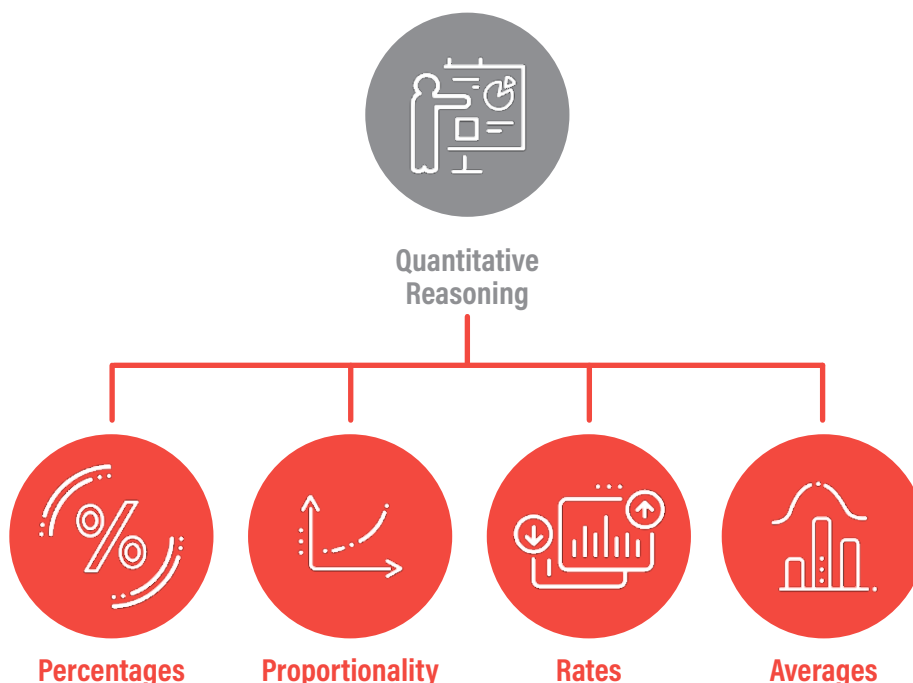


In this subtest, you will have 36 questions to answer in 25 minutes, which is an average of about 42 seconds per question. Most Quantitative Reasoning questions are presented in units of four questions, however, some questions are ‘standalone’ or individual.

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 – 42 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:

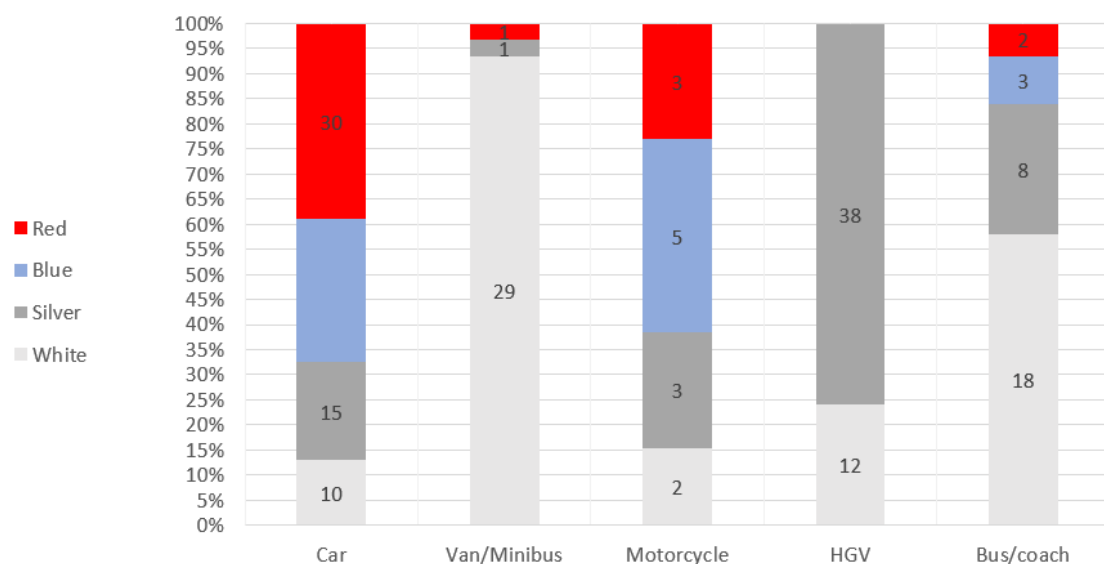
Calculating direct and indirect proportions and converting between units.

Example Question - Proportionality

Time limit per question - 42 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:

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

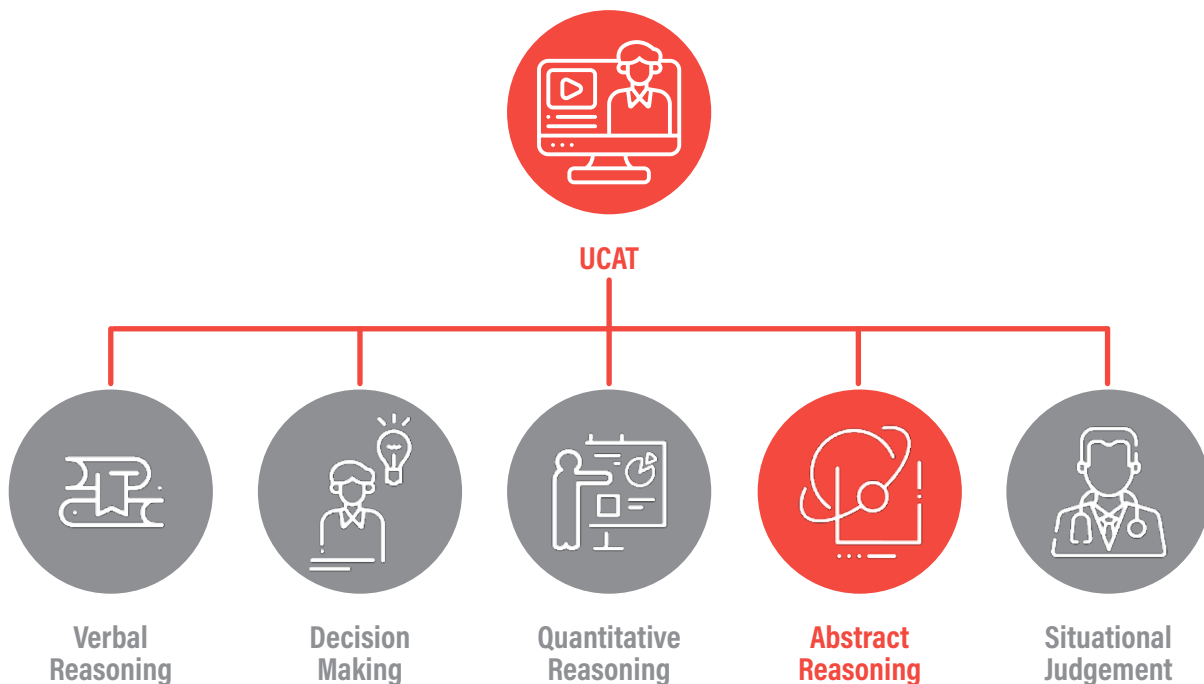
UCAT Abstract Reasoning

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?



50 Questions



12 Minutes



14 sec/question

In Abstract Reasoning, you will have 50 questions to answer in just 12 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.

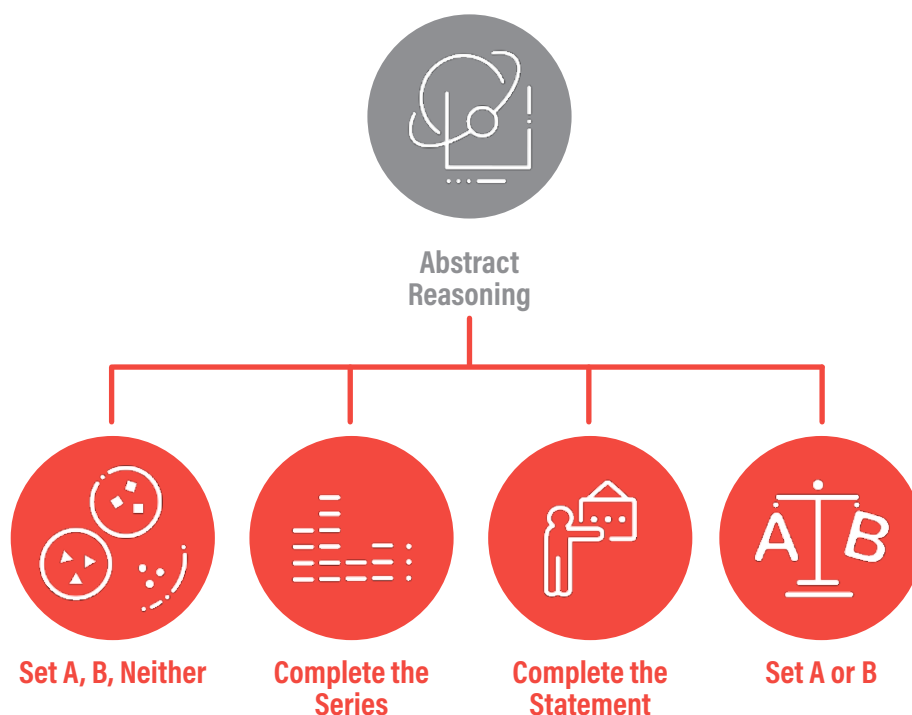
UCAT Abstract Reasoning questions can look unfamiliar and intimidating, but with practice, they become much easier to solve.



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)

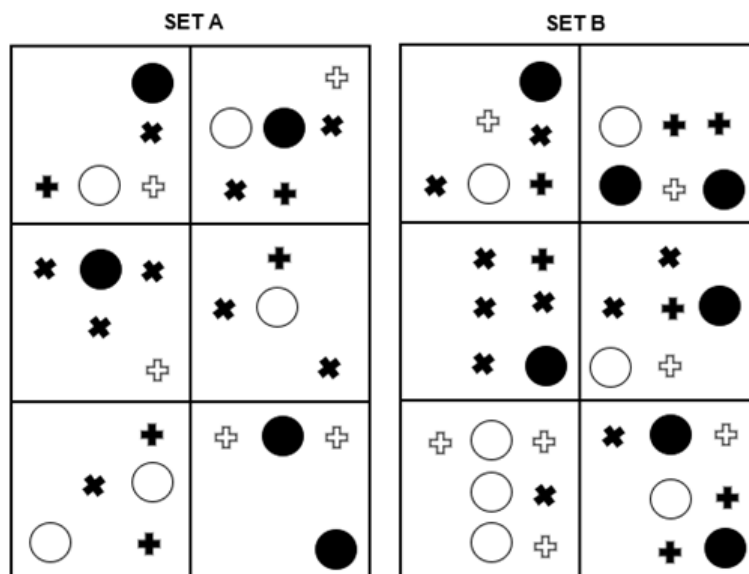
This is the commonest type of question in Abstract Reasoning. You will be presented with two sets of shapes, one labelled 'Set A' and the other labelled 'Set B'. You will be provided with a series of five 'test shapes' sequentially, and will be asked to decide whether the test shape belongs to Set A, 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

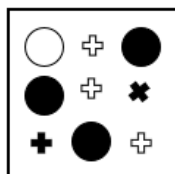
Time limit per question - ~14 seconds

Stimulus



Question

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



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

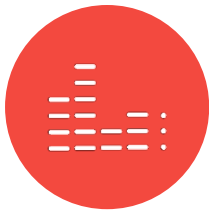
Answer: A

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.



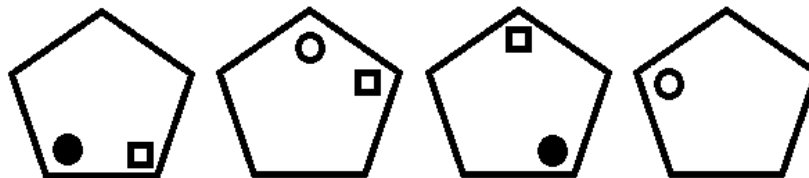
'Type 2' questions (Complete the Series)

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

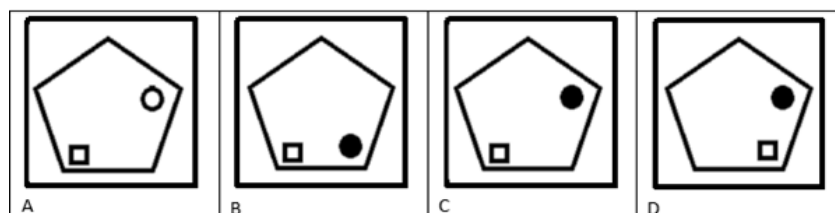
Time limit per question - ~14 seconds

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.



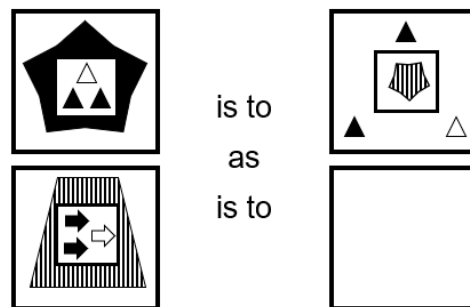
'Type 3' questions (Complete the Statement)

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

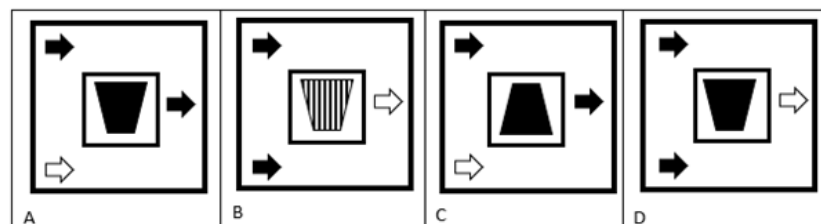
Time limit per question - ~14 seconds

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).



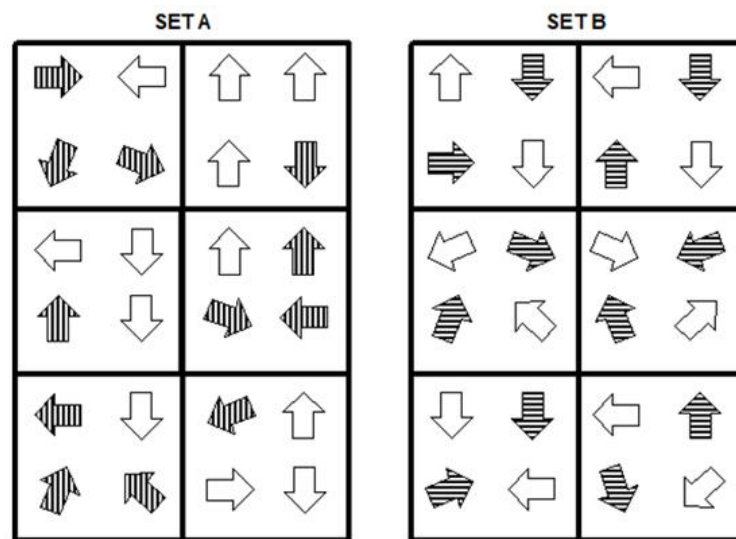
'Type 4' questions (Set A or B)

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

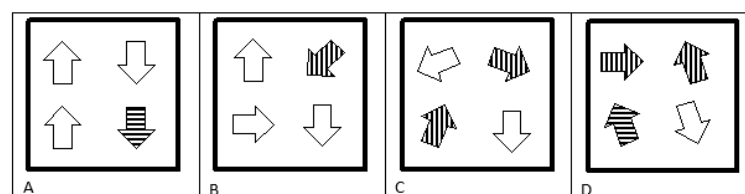
Time limit per question - ~14 seconds

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.



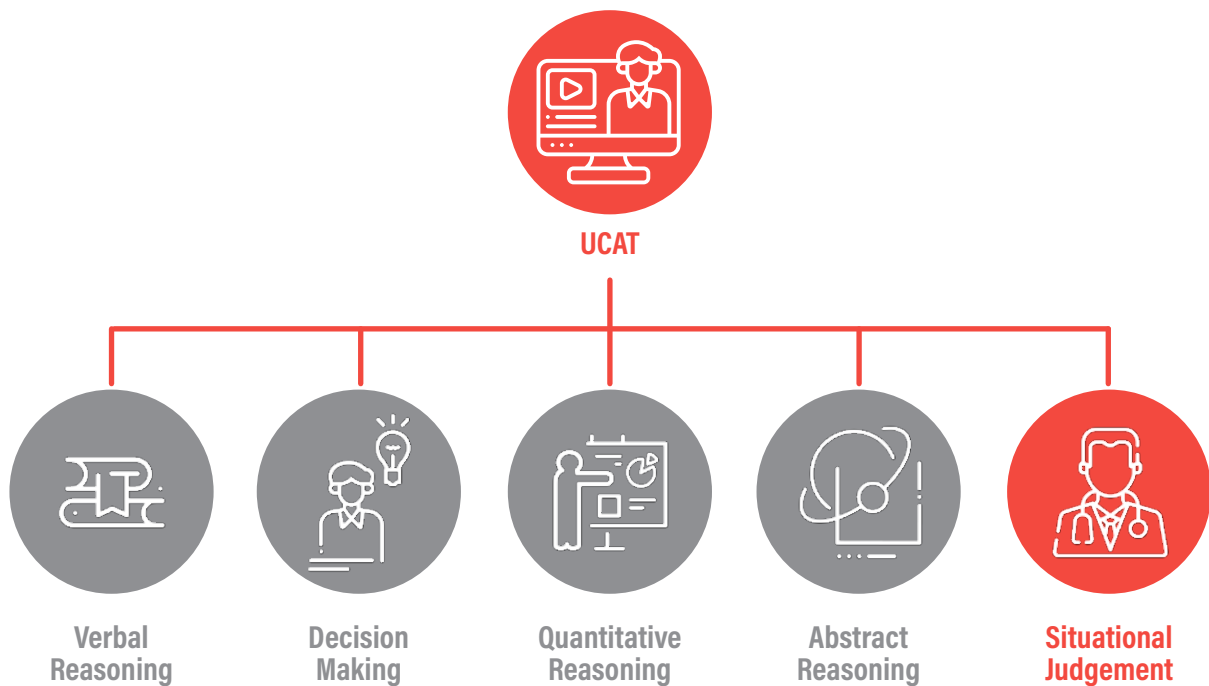
UCAT Situational Judgement

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 associated with a series of scenarios. Each scenario can have up to 6 questions associated with it.



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 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 **both** the **one most appropriate** action **and** the **one least appropriate** action that **Joanne** should take in response to this situation. You will not receive any marks for this question unless you select **both** the most and least appropriate actions.

Most Appropriate	
Least Appropriate	

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 is necessary)
 - ➔ 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 within 24 hours 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 3540, which was the highest UCAT score worldwide (achieved by a MedEntry student).



The highest UCAT score worldwide was 3540 (achieved by a MedEntry student).

UCAT

UNIVERSITY CLINICAL
APTITUDE TEST
ANZ

UCAT ANZ CANDIDATE SCORE REPORT

CANDIDATE INFORMATION

Candidate Name: [REDACTED]
UCAT ANZ ID: [REDACTED]
Registration ID: [REDACTED]
Testing Date: [REDACTED]
Site Number: [REDACTED]

UCAT ANZ SUBTEST SCORES

Verbal Reasoning	890
Decision Making	870
Quantitative Reasoning	900
Abstract Reasoning	880
Total Score	3540
Situational Judgement	690

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.

WHAT IS A GOOD UCAT SCORE?

The latest UCAT summary test statistics are provided below:

	Verbal Reasoning	Decision Making	Quantitative Reasoning	Abstract Reasoning	Total Score	SJT
90th percentile	680	750	810	830	2980	663
Median	580	630	660	650	2530	581

This shows that the median score obtained by students in each subtest ranges from about 580 to 660. The average total cognitive subtest score is about 2520.

The highest overall score achieved in the UCAT globally was 3540, achieved by a MedEntry student.

WHAT UCAT SCORE DO I NEED TO GET INTO MEDICINE?



The UCAT score needed for entry into medicine varies year to year.

At Auckland, UCAT scores are weighted at 15% of final entry criteria, and therefore achieving a high UCAT score can make up for a lower GPA or poorer interview performance. In previous years the lowest score admitted into Auckland medicine was 2240. You should aim for a competitive UCAT score to secure an interview, around 2500-2800+. Remember that there is no particular cut off score, but the higher your score, the greater your chances of securing a place in medicine. You can get an idea of the range of UCAT scores accepted into medicine in recent years using FYI.org.nz

Otago university requires you meet or exceed a cutoff grade that is decided every year by the admissions committee. A good place to find up to date information is fyi.org.nz where the university responds to information requests. Remember, which sections are considered and the cutoff score for these sections is determined annually, so it is important to prepare for all subtests.

This page is intentionally left blank for you to make any notes relevant to you



How To Effectively Prepare For UCAT

Preparing for UCAT can feel overwhelming, especially if you are in your first year 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

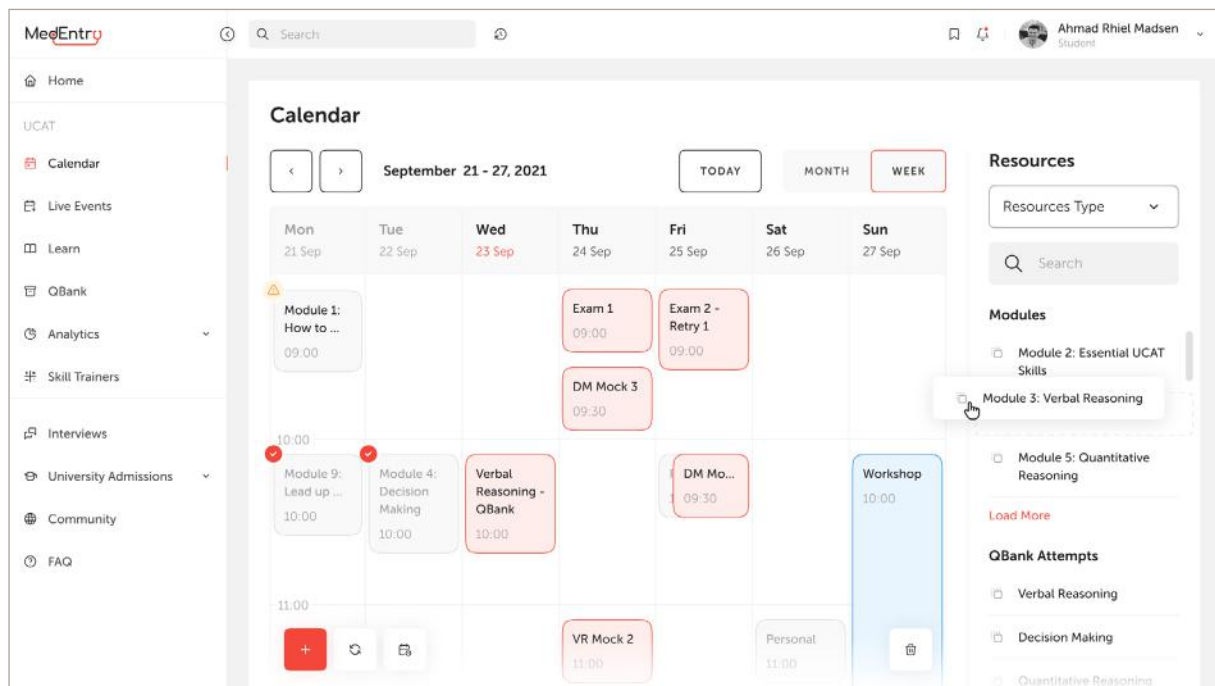
MedEntry makes this easy by providing a two day workshop and comprehensive curriculum with video instruction, enabling you to have a detailed understanding of UCAT.

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.



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 university 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
-

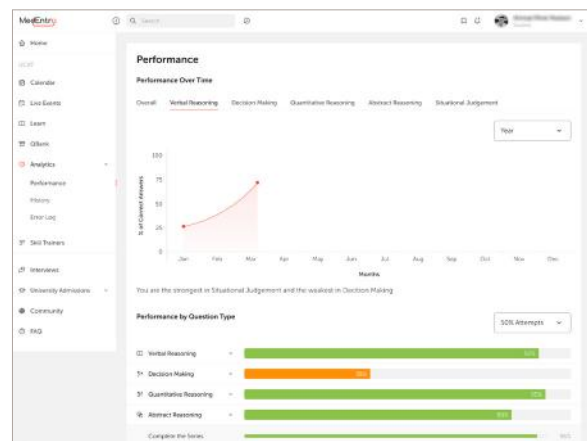
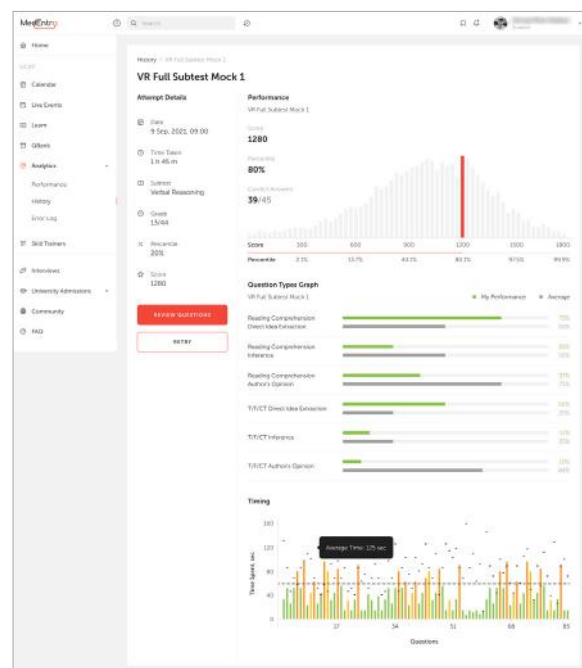
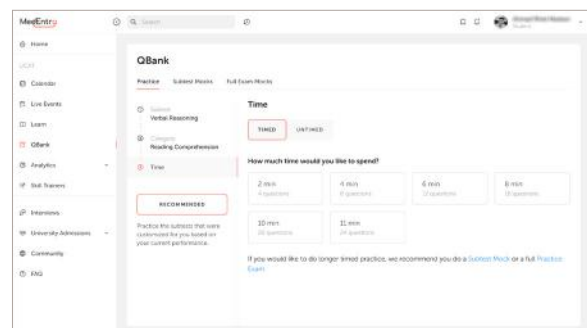
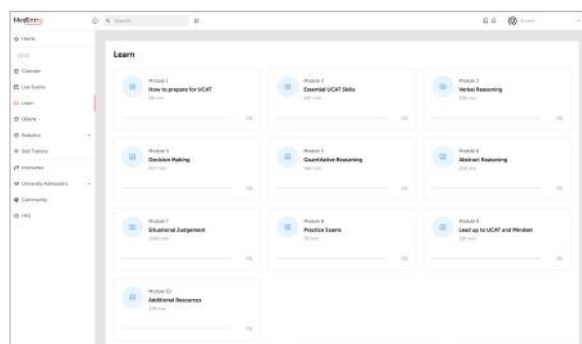
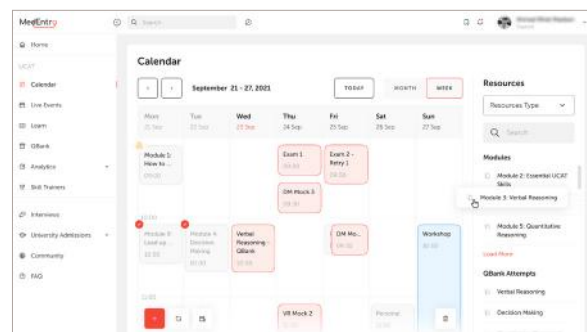
You can then target your UCAT preparation to focus on your weakest subtests and question types.

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
-

The screenshot displays the MedEntry application interface. The top navigation bar includes the MedEntry logo, a search icon, and a user profile icon. The left sidebar contains a list of navigation options: Home, About, Calendar, Live Events, Learn, E-Guide, Analytics, Sub-Themes, Interviews, University Applications, Community, and FAQ. The main content area is divided into several sections:

- My Journey:** A horizontal timeline showing the user's progress through the application process: Research Entry Requirements, Extra Experiences, Intro Video with Ray, Diagnostic Exam, and a final step represented by a yellow box.
- Continue Where You Left Off:** A section with a button labeled "LEARN" and another labeled "PRACTICE".
- Achievements (4):** A section displaying four achievement icons: a red hexagon, a blue hexagon, a green circle, and a green circle.
- My Progress:** A section showing a line graph of the user's progress over time. The graph shows a steady increase in the number of correct answers from February to December.
- My Tasks:** A section listing tasks and their due dates. The tasks are:
 - Module 1: How to prepare for UCAT (Due: 2 Sep 2021)
 - Module 2: How to prepare for UCAT (Due: 4 Sep 2021)
 - Module 3: How to prepare for UCAT (Due: 6 Sep 2021)
 - Module 4: How to prepare for UCAT (Due: 8 Sep 2021)
 - Module 5: How to prepare for UCAT (Due: 10 Sep 2021)

[illegible]



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 20+ 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 massive UCAT Question Bank, exclusive Skills Trainers (e.g Speed Reading, Keyword Scanning, Venn Diagram, Mental Math, Graph & Table trainers), 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 which university/course you are interested in, your specific circumstances and the extent of your desire to pursue medicine or dentistry. In general, MedEntry recommends setting aside about 5% of your study time for UCAT preparation. For example, if you study for about 30 hours per week, about 1.5 hours should be allocated for UCAT preparation.



In general, MedEntry recommends setting aside about 5% of your study time 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 and university 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 important to strictly adhere to timed conditions when completing UCAT practice exams

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.

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 such as MedEntry, which has a track record of success, is run by leading doctors and academics, and has thousands of five star reviews.



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 sit 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.co.nz/resources/free-resources#practice-exam>

or Google “MedEntry Free Exam”



3

The Medical / Dental Interview

Importance of Interviews

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

Interviews are one of three major criteria usually used to select students into medicine or dentistry (the other two being UCAT and academic grades). 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 or dentistry.

HOW IMPORTANT ARE INTERVIEWS?

Medical interviews are an important, yet often underestimated part of the admissions process.

For medicine at the University of Auckland, the interview is weighted at 25% of the admissions criteria. This is higher than any individual course.

The interview for the University of Otago dentistry course is also an important admission criterion.



Interviews are an important, yet often underestimated part of the admissions process

DO I NEED TO PREPARE FOR MY 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 / dental school place.

Although you may be an ideal medical / dental 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 INTERVIEWS DIFFICULT?

There are a number of reasons why medical / dental 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 RELEASED?

Auckland University interview offers vary from year to year and may be released from mid August to early November. Please check the university website for up to date details, while Otago University interview offers are normally released earlier. For both universities interview offers are made before all grades have been released, which means that the Universities use predicted grades which mostly focus on semester one performance.

WHAT DETERMINES WHETHER I WILL RECEIVE AN INTERVIEW OFFER?

Auckland University (MBChB)	
First year entry	Interview offers are made based on performance in the four core papers, plus UCAT score. Candidates are only eligible for an invitation if they achieve a core GPA of 6 or higher, with no failed papers.
Graduate entry	Interview offers are made based on Cumulative GPA in a degree, plus UCAT score. Candidates are only eligible for an invitation if they achieve a total GPA of 6 or higher.
Otago University (BDS)	
HSFY	HSFY applicants are offered interviews based on performance in HSFY papers. To be eligible, applicants must achieve a score in all five UCAT subtests at a threshold level determined annually by the Dental Admissions Committee, along with an average of at least 70%, with no papers below 65%.
Graduate category	Graduate applicants are offered interviews based on a weighted ranking of papers taken during their degree (where later stage papers are weighted higher). To be eligible, applicants require a GPA of 5 or higher, and must have passed all HSFY papers, as well as achieved a score in all five UCAT subtests at a threshold level determined annually by the Dental Admissions Committee.
Alternative category	Alternative category applicants require a GPA of 5 or higher, and to have passed all HSFY equivalent papers, and achieve a scored in all five UCAT subtests at a threshold level determined annually by the Dental Admissions Committee

This varies depending on the university and admissions category:

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.

Timing of Interviews

WHEN DO INTERVIEWS TAKE PLACE?

Auckland University interview dates vary from year to year and may be held anytime between late August and late November. Please check the university website for up to date details, while Otago University interviews for dentistry tend to be held in the first weeks of October. The University will email Medicine/Dentistry applicants in the month leading up to when they take place specifying a date and time.



Structure and Types of Interview

WHAT TYPES OF MEDICAL / DENTAL 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

WHAT TYPES OF INTERVIEWS ARE USED AT EACH UNIVERSITY?

Auckland university, like most Australian universities, uses MMIs with seven questions each scored independently by a single interviewer. Otago University Dentistry interviews include three categories each with two questions, and with two interviewers per station who compare their impressions.

WHAT KINDS OF INTERVIEW QUESTIONS CAN I EXPECT?

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



Each university varies in the types of questions posed to candidates

WHO CONDUCTS INTERVIEWS? WHAT IS THEIR BACKGROUND?

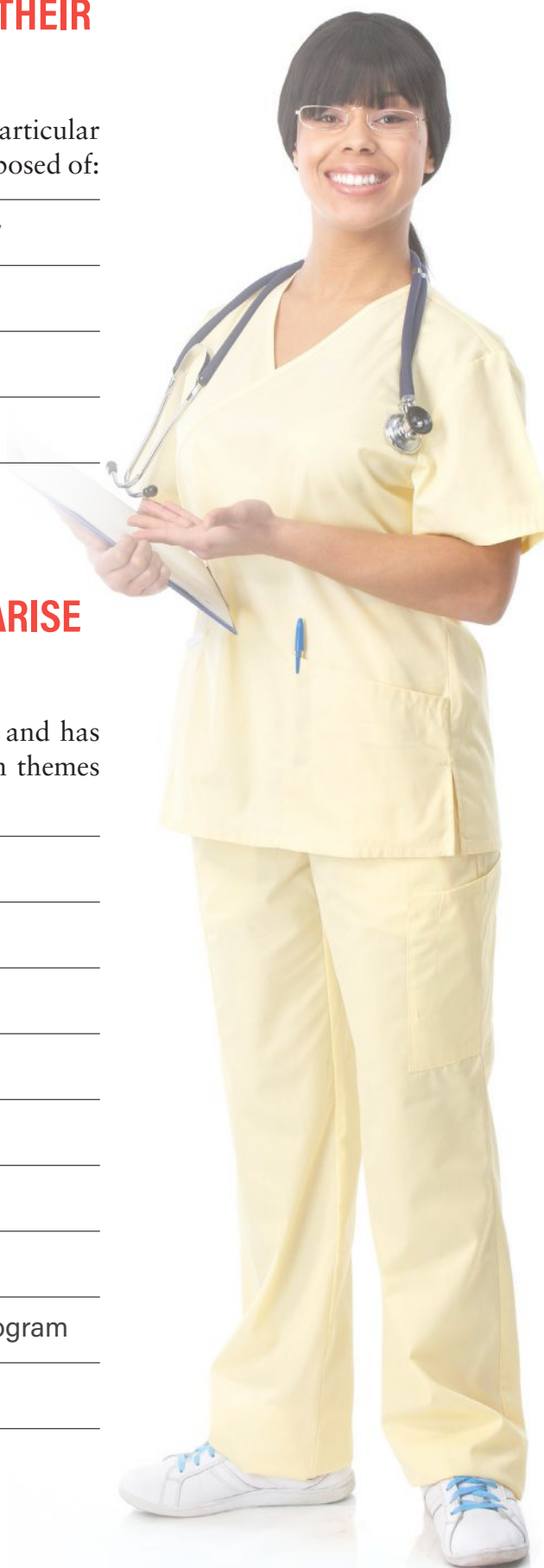
The background of the interviewers depends on the particular university. However, interview panels are generally composed of:

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

WHAT ARE THE COMMON THEMES THAT ARISE IN 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 Maori health



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

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

Each university differs in their marking criteria for 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 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 Auckland City 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.



Clichéd 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 by Auckland university and most Australian 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 Auckland university 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?

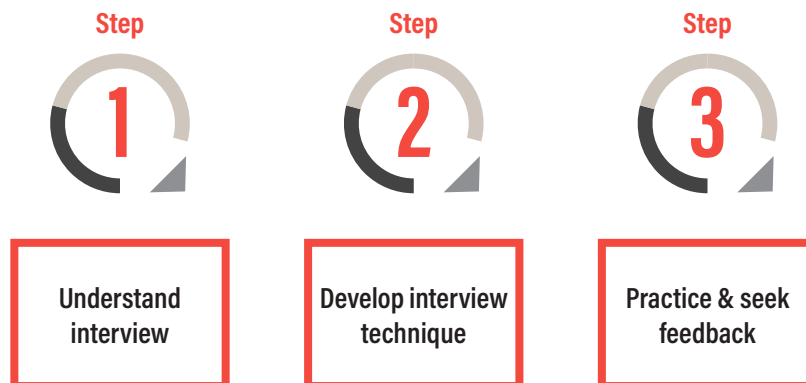
Most MMIs are mini panel interviews covering a specific theme. Students may be provided with a written prompt, and then interviewers pose pre-determined questions. You may be given a hypothetical situation, excerpt from a research paper or other passage to analyse or debate.

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 Interviews

How should I prepare for my interview?

Just like the UCAT, there is an effective and systematic way you can prepare for medical / dental 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 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 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's interview training is a three pronged approach: (1) enrolment in a full day of expert training with Dr Ray's Interview Strategy Day; (2) Comprehensive Interview Guide and MMI Question Bank; and (3) Half Day Tailored Mock Interview with verbal and written feedback. 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.



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

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.

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 interview to give you the best chance of securing a place in medical / dental school.





4

University Admissions

Important Notes:

- The information is accurate at the time of printing. For latest information, you are advised to download the latest electronic version available at: <https://www.medentry.co.nz/resources/ucat/handbook>
- Please note that universities change their entry requirements frequently, so it is best to check the relevant university website for up-to-date information.

FIRST YEAR ENTRY REQUIREMENTS

Course	Entry category	High school qualification / University	Minimum academic requirements	
Auckland University Bachelor of Health Sciences	School leavers	NCEA	Level 3 - rank score and a minimum of 18 credits in one of Biology, Chemistry or Physics and 18 credits in non-science subjects (listed in full on the website)	
		CIE	Rank score of 300 with one subject in one of English, Geography, History, or Classical Studies and one of Biology, Chemistry or Physics at full A level	
		IB	Rank score of 33	
	Non-School Leavers (NSL)	NSL can transfer from another tertiary institution or from another University of Auckland degree	GPA / GPE of 5.0 or higher One semester of a bachelor's degree from a NZ uni (one year required for overseas unis)	
Auckland University Bachelor of Science in Biomedical Science	School leavers	NCEA	Level 3 - rank score of 280	No specific subject requirements, but chemistry highly recommended
		CIE	Rank score of 310	
		IB	Rank score of 33	
	Non-School Leavers (NSL)	NSL can transfer from another tertiary institution or from another University of Auckland degree	GPA or GPE of 4.0 or higher One semester of a bachelor's degree from a NZ uni (one year required for overseas unis)	

Course	Entry category	High school qualification / University	Minimum academic requirements	
Otago University Health Sciences First Year (HSFY)	School leavers	NCEA	Rank score of 140 Literacy: 10 credits at Level 2 or above Numeracy: 10 credits at Level 1 or above	No subject requirements but Chemistry, Physics, Calculus and English recommended
		CIE	At least 120 points at AS and/or A level from at least 3 different syllabus groups, with minimum grade requirements	
		IB	IB Diploma (24 points minimum) Literacy and numeracy requirements need to be met	
		Australian students	ATAR	74 or above

Further information (including how to calculate entry scores) can be found on the Auckland and Otago university websites.







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 / dentistry.



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 New Zealand, Australia, 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.

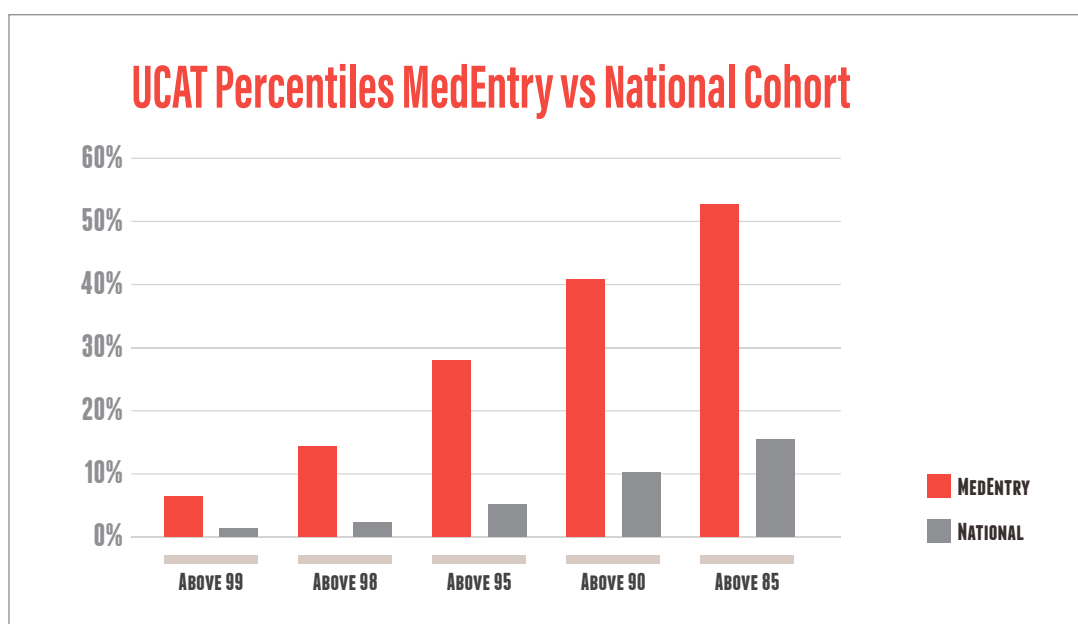
Our Unique Approach

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 4000 reviews across our Australia, New Zealand, Ireland and United

Kingdom offices, at an average star rating of 4.9. 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) and Rural Workforce Agency Victoria (RWAV)

MedEntry is proud to have partnered with the Rural Doctors Workforce Agency (RDWA) and the Rural Workforce Agency Victoria (RWAV), which are government-funded organisations aiming to improve healthcare accessibility in rural areas.

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.

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

Scholarships and bursaries

MedEntry provides scholarships and bursaries to those from disadvantaged and under-serviced 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 charity partners are:



Australia
WHO COVID-19 Solidarity
Response Fund



New Zealand
UNICEF's COVID-19
Emergency Fund



Ireland
The Community Foundation
for Ireland's COVID-19
Response Fund



United Kingdom
National Emergencies Trust
Coronavirus Appeal

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!***



4.9 ★ ★ ★ ★ ★



4.9 ★ ★ ★ ★ ★

>4000 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 premium package, and a group discount is available for two or more students.

	Packages		
	Essential	Premium	Comprehensive
Online Learning Platform	✓	✓	✓
Smartphone App	✓	✓	✓
Personal Support	✓	✓	✓
University Admissions Guide	✓	✓	✓
UCAT Workshop		✓	✓
One-on-one tutoring			✓

MedEntry also offers weekly classes and virtual tutoring.

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:

➔ **>20,000 High quality practice questions**

in 20+ practice exams, 40+ subtest mocks and our massive QBank. 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**

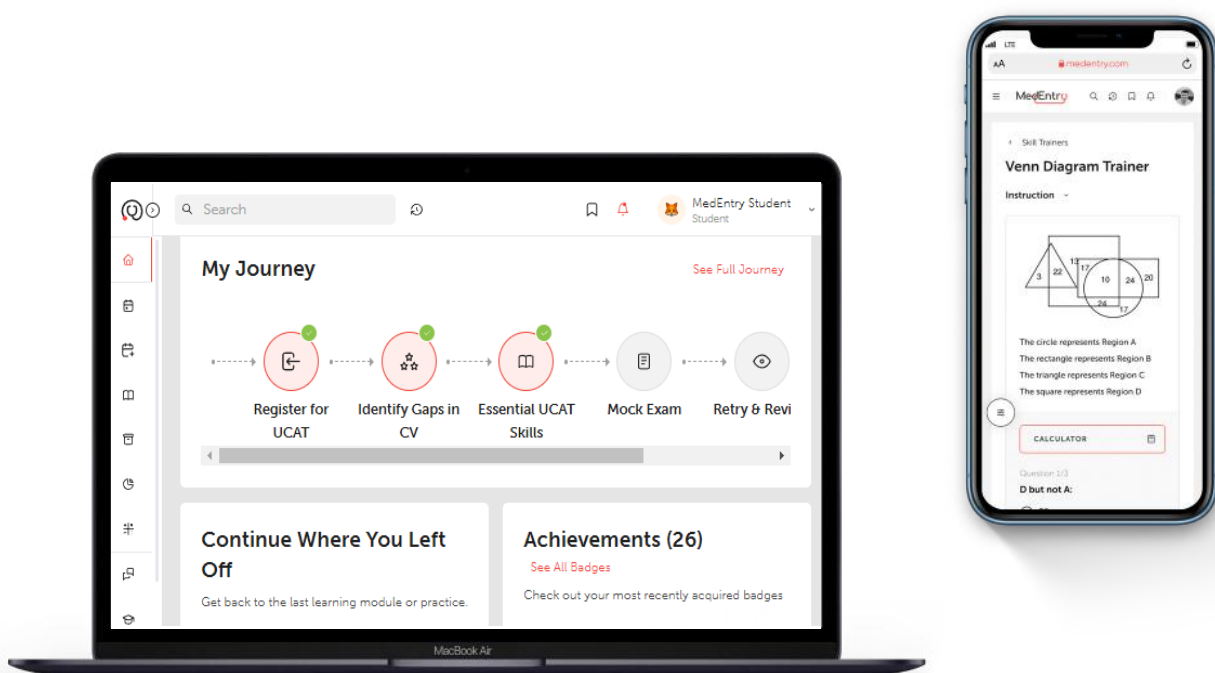
which means the platform learns from you and suggests resources to help you prepare for UCAT efficiently and effectively

➔ **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



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 Dr Ray, who has taught tens of thousands of students. Workshops are included in all Premium and Comprehensive 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



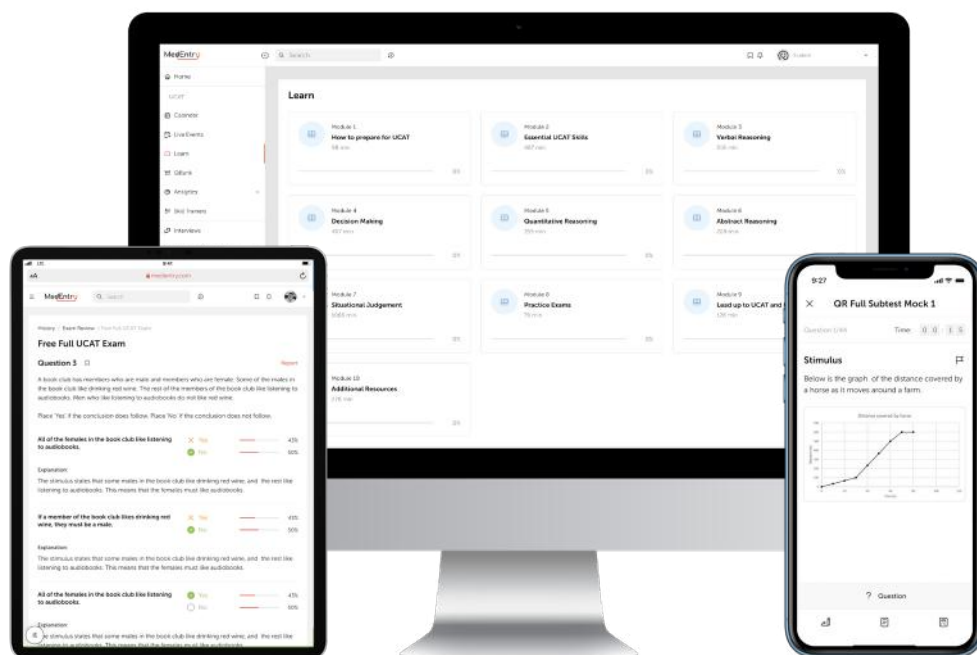
MEDENTRY SMARTPHONE APP

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

Virtual tutoring is included in the Comprehensive package. Virtual tutoring can be added to any Essential or Premium Package. The tutoring involves one-on-one, personalised sessions 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 university.

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 New Zealand.

SMALL GROUP UCAT CLASSES

Students have the opportunity to study in small group online classes. Classes provide a collaborative environment where you can understand the obstacles facing your peers, be mentored by an expert and be motivated by competition and encouragement. The classes cover all sections of the UCAT and all question types. Small group classes can be purchased as an add-on.

-
- ➔ All classes led by top tutors who achieved 99th percentile in UCAT
 - ➔ Choose between weekly or intensive classes
 - ➔ Every class is recorded for future revision
 - ➔ Up to 30 hours of UCAT training
-

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

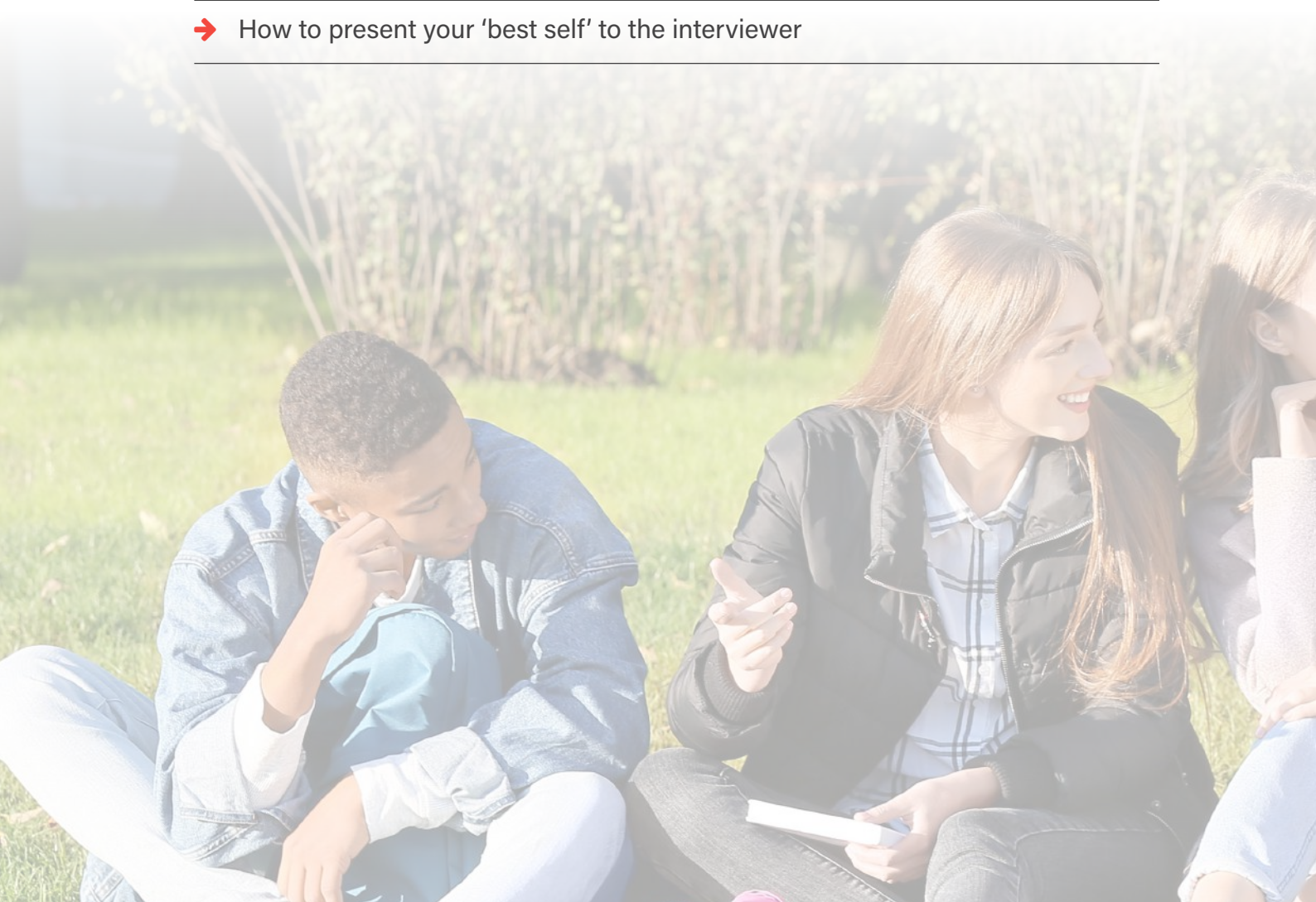
We passionately believe that all young people have a fascinating and individual life experience. Our role as interview trainers is to help these experiences and the passion you have for medicine shine through in a potentially stressful interview setting.

MedEntry offers comprehensive interview preparation via the Medical Interview Bundle:

1. An Interview Strategy Day

Dr Ray's Interview Strategy Day is a fun and collaborative group strategy session that will help you create a blueprint for interview success. Learn in an interactive, online classroom environment from the pre-eminent medical entry and interview expert. In this day long training you will learn:

- ➔ Key interview strategies
- ➔ How to understand the mindset of the interviewer
- ➔ How to manage stress
- ➔ How to present your 'best self' to the interviewer



2. A University-Specific Mock Interview

Practice your responses in a tailored mock interview and get real-time feedback from multiple interviewers. Play the role of interviewer and interviewee, discuss the results and learn from the experiences of your peers.

- ➔ Tailored to simulate your university interview
- ➔ Written and verbal feedback from interviewers
- ➔ Group feedback and discussion
- ➔ Access questions and resources specific to the university

3. Interview Guide and MMI Bank

The comprehensive interview guide will help you learn interview technique, including how to approach common and complex interview questions. You can then practice your technique with an innovative MMI Bank, allowing you to record your answers and learn from the community's recorded answers.



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

Free Trial

Try MedEntry's famous online platform (including a free full UCAT practice exam, question bank, skills trainers and curriculum) absolutely free! You'll 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.

UCAT Sample Questions

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

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.

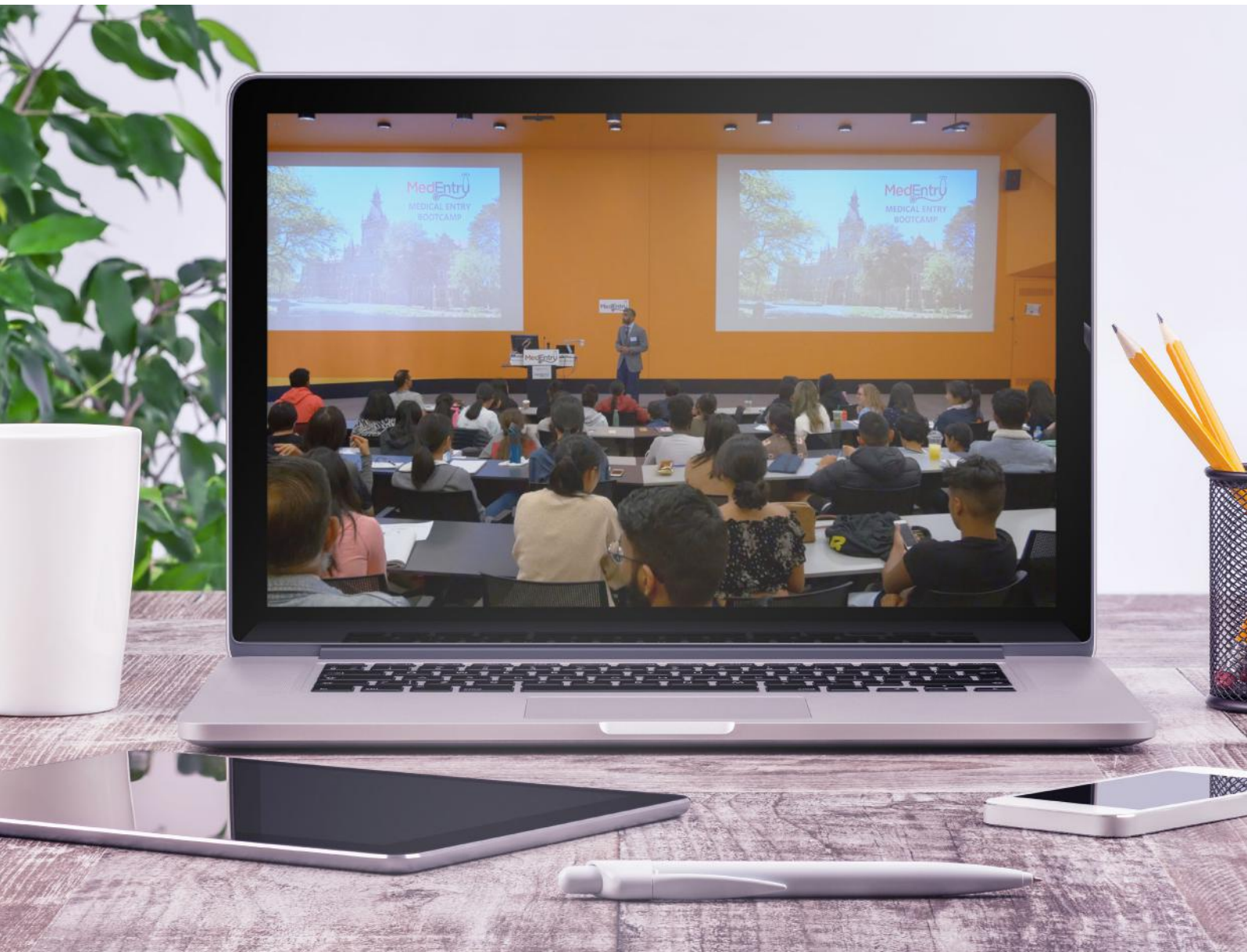
University Admissions Guide

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, university and much more!

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



Access it at:

<https://www.medentry.co.nz/resources/ucat/free-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.co.nz/teachers

If you are unsure of the answer to any of your student's questions, please ask them to read this Handbook or contact us. Medical entry is a complex and constantly changing area and we realise you are busy with other important work for the benefit of your students. Leave it to the experts: ask them to contact info@MedEntry.co.nz.

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

Registration & booking opens	1 March 2023
Registration & booking closes	17 May 2023
Testing period	3 July to 12 August 2023
Results delivered to universities	Early September 2023
Cost (for test taken in NZ)	\$325 AUD

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:

Region	University	Course(s)	Region	University	Course(s)
NZ	Auckland Otago	Medicine, Dental Surgery	VIC	Monash Uni La Trobe Uni	Medicine (Higher ed. Path) Medicine (Prov. Entry) Dental Science
NSW	UNSW Newcastle/UNE Western Sydney Charles Sturt	Medicine Medicine Medicine Medicine	QLD	UQ Griffith Uni	Dental Science Dental Science
WA	UWA Curtin Uni	Dental Science Medicine and Dentistry Medicine	SA	CQU Uni of Adelaide	Medical Science/Medicine Medicine, Dentistry, Oral Health
			NT	Rindlers Uni Charles Darwin	Clinical Sciences/Medicine Medicine

UCAT preparation

The UCAT is a very difficult, time pressured exam and is critically important. You only get one shot at applying to medicine in NZ - 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** and **free UCAT bootcamp**, please visit www.MedEntry.co.nz or call (09) 886 6849

Follow MedEntry on social media for UCAT tips and updates!

MedEntry

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 NZ and 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?

Region	University	Course(s)
NZ	Auckland Otago	Medicine Medicine, Dental Surgery
NSW	UNSW Newcastle/UNE Western Sydney Charles Sturt	Medicine Medicine Medicine and Dental Science Medicine
VIC	Monash Uni La Trobe Uni	Dental Science (Higher ed. path) Medicine (Prov. entry)
QLD	UQ Griffith Uni	Dental Science Dental Science
SA	CQU Uni of Adelaide	Medical Science/Medicine Medicine, Dentistry, Oral Health
WA	UWA Curtin Uni	Dental Science Medicine and Dentistry (dental pathway) Medicine
NT	Rindlers Uni Charles Darwin	Clinical Sciences/Medicine Medicine

What are the key dates for UCAT 2023?

Registration & booking opens	1 March 2023
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Testing begins	3 July 2023
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Results delivered to universities	Early September 2023
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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 year 13 and any year thereafter. We strongly suggest you sit UCAT in year 13 for several reasons. Discussed on the MedEntry website.

Do I need to prepare for UCAT?

The UCAT is a skills based test which is completely different to any other test you have sat at school or university. It is a very difficult, time pressured exam and quality preparation is therefore essential. Even students with high academic scores have missed out on a place in medicine due to a poor UCAT score. Both the University of Auckland and Otago have restrictions on the number of times you can apply to the medical program. UCAT preparation will also help with your tertiary study as it enhances your thinking and test-taking skills.

Aren't free UCAT resources sufficient?

Not Universities do not want you to undertake quality additional preparation. Because they want 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 dentistry depends on your GPA and the university to which you are applying. In general, the higher your UCAT score, the lower the required GPA.

Where can I get more information about UCAT?

Please visit www.MedEntry.co.nz for a free trial exam, free UCAT Handbook, blogs about UCAT and to enrol in one of our UCAT preparation packages. You can also call us on (09) 88 66 849. Follow MedEntry on social media for UCAT tips and updates!

Why MedEntry?

MedEntry is a Registered Training Organisation run by doctors and academics with 20 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 (not even higher than any university), we help more students into medicine in New Zealand than all other prep courses combined. For more information, please visit www.MedEntry.co.nz

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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.



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.

RRP \$35

☎ (09) 88 66 849 (NZ)
🌐 www.MedEntry.co.nz

✉ info@MedEntry.co.nz
📷 [@medentry](https://www.instagram.com/medentry)

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