



BEAL SIXTHFORM

ONE SIXTH FORM **TWO CAMPUSES**
THREE PILLARS FOUR PATHWAYS

MEDICINE • DENTISTRY • VETERINARY (MDV)

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What the MDV programme is?

A structured pathway that prepares you for competitive applications to Medicine, Dentistry and Veterinary Science. You'll get targeted support with personal statements, UCAT preparation, interview skills (including MMIs), super-curricular reading/journal club, and guidance on finding and reflecting on work experience.

How to join: Sessions begin in September.

Complete the brief sign-up survey and speak to **Mr Ahmad (Lab 9)** or **Mrs Bhalla (Room 35)**



What you'll do in the masterclasses (Year 12)

Autumn 1 (Sept–Oct): Foundation & Getting Organised

- MDV pathways overview; NHS structure and core ethics concepts.
- Super-curriculars: journal club starter; “how to read a paper.”
- Experience: how to find/record volunteering and caring/clinical exposure.
- Personal statement: brainstorming themes and building an evidence bank.

Autumn 2 (Nov–Dec): Ethics, Communication & Early Interview Skills

- Ethics in practice (autonomy, consent, capacity, safeguarding) with case debates.
- Dentistry/Veterinary spotlight: clinical scenarios, manual dexterity/animal-care discussions.
- MMI skills 1: communication, empathy, role-play basics; feedback routines.
- Mini super-curricular project (poster/blog) to share in Spring.



What you'll do in the masterclasses (Year 12)

Spring 1 (Jan–Feb): UCAT Fundamentals & Shortlisting

- UCAT overview and timing strategy; Verbal Reasoning deep-dive.
- Decision Making & Quantitative Reasoning skills labs with error-logging.
- SJT foundations: professionalism scenarios and reflection language.
- University research: shortlist using entry profiles and **widening participation (WP)/contextual** criteria.

Spring 2 (Mar–Apr): Interview Skills & Drafting

- MMI skills 2: data/graph interpretation, quick calculations, structured ethics panels.
- Personal statement: structure and “show, don’t tell.”
- Reflection frameworks (e.g., STAR/ABCDE) to link experiences to PS and interviews.
- Formative mock stations with written targets.

Summer 1 (May–Jun): UCAT Intensive & Strategy

- UCAT focus (Abstract Reasoning patterns; VR speed; QR accuracy) + weekly practice plan.
- Full mock UCAT with debrief; SJT habits for the summer.
- Application strategy: balanced choices and back-up routes (use your 5th UCAS choice wisely).
- Interview awareness for Year 13 (MMI vs panel; preparing examples).



How to apply strategically (big ideas)

Applications are to get interviews; interviews are to get offers — plan with that sequence in mind. Target universities where your profile (UCAT, GCSEs, SJT band, WP) is strongest.

Know what each school weighs. Some emphasise UCAT rank and SJT band; others add GCSE scoring or contextual points; many don't score the personal statement for interview (but may discuss it at MMI).

Use widening-participation/contextual routes where eligible — criteria vary by school and can alter thresholds.

Have a Plan B. Use your 5th UCAS choice or treat this as a possible two-year process.

UCAT & Interviews — what matters

A number of schools shortlist **entirely or largely by UCAT**, often with minimums or cut-offs and SJT band requirements (SJT Band 4 is frequently disqualifying). Build your plan around realistic cut-offs.

Post-interview decisions can be **interview-only** or **interview + UCAT/academics**. Understand the split so you practise accordingly



How to apply strategically (big ideas)

Super-curricular reading (use for PS and interviews)

Pick 1–2 titles, read actively, and extract 2–3 talking points (ethical issue, patient perspective, evidence quality, wider health inequalities). Examples students have found useful:

With the End in Mind (Mannix); *Also Human* (Elton); *Being Mortal* (Gawande);

The Immortal Life of Henrietta Lacks (Skloot); *It's All in Your Head* (O'Sullivan).

Expectations of students

Consistency: Attend weekly sessions, keep a reflection log, and track UCAT practice data.

People-facing experience: Volunteering/caring roles and clinical exposure (paid or unpaid) count — reflect on what you learned, not just what you did.

Professionalism: Bring a notebook, prepare pre-reads, and act on feedback from

