



ACMM Mentor Guide

Hello!

Once again we'd like to say thank you for volunteering to be a mentor with ACMM! We've collated a guide to help you during your time with us as a mentor. Please take some time to read through this guide and as always, feel free to email us at mentoring@acmedicalmentors.co.uk if you have any questions.

Why did ACMM start?

ACMM started after identifying the need to have more black students represented in medical school and therefore within the profession. On our journey into and during medical school, we found a lack of support for black students, combined with a lack of representation within the field. This was backed up by various statistics that demonstrate our underrepresentation in Medicine and Dentistry. We therefore co-founded ACMM to help further the chances of prospective Afro-Caribbean students into medical school, to realise the potential of these students and to encourage future applicants to think about a career in medicine.

What does this document cover?

This document provides you with all the information you need to know about being a mentor as well as our top tips, dos and don'ts, brief guidance on personal statements and medical school interviews and other information.

What does being a mentor for ACMM involve?

As a mentor you will be matched with one mentee, who you will support for a year – from February until February of the next year.

You will support your mentee in their medical school application by providing help and advice on entrance exams, personal statements and hopefully interview preparation. We will try and match you with a mentee who has similar personal characteristics to you in order to make the mentoring relationship as beneficial as possible. You will commit to monthly contact as a bare minimum, with more contact and support given in the summer prior to application.

You can contact us at any time through the following avenues:

- Twitter: @ACMM____
- LinkedIn: African Caribbean Medical Mentors
- Email: mentoring@acmedicalmentors.co.uk
- Website contact forms: www.acmedicalmentors.co.uk

How ACMM will support your role as a mentor:

- Provision of interview and personal statement guides to support your mentee
- Continuing to be available by email/social media if you have any difficulties
- Monthly emails reminding you to contact your mentee, with relevant topics to guide discussions
- A mentor brief to further understand your role as a mentor
- A mentor checklist to ensure you have supported your mentee for all the important topics

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General Mentor Tips

Sometimes it can be difficult to know where to start as a mentor. We have thought of some general tips that we think may be useful for you and allow you to make the most of your experience.

1. Maintain regular contact

In order to have a good relationship with your mentee and to ensure you are able to support them with their application, it is important that you keep in regular contact with them. We expect you to have contact with your mentee at least once a month throughout the application process to provide them with any help they need and to support them through each step of their journey. It is up to you how you do this – anything from a WhatsApp message to meeting up for coffee will suffice so long as it is productive. We know that you probably live a very busy life - all we ask is that you keep in contact!

2. Words of encouragement

Sometimes a mentee's application may not be going to plan and they may be receiving rejections, struggling with their grades or just feeling anxious about things. Try and reflect on your journey into medicine and remember that they may have no one else to talk to about their medical school worries. A few words of kindness can have a huge impact on your mentee's perspective. What support did you or would you have liked to have received when applying? Provide this to your mentee where possible.

3. Understanding your mentee's needs

Your aim is to help improve your mentee's chances of getting into medicine by supporting them with the various aspects of their application. We expect your mentee to contact you first but it's always good to start very early by asking them where they feel they need the most support with and going from there. We all struggle with different things so it's important to understand your mentee's weak areas and cater to them. Remember, you are NOT there to write their personal statement for them or to tutor them in their school/university subjects. Your role is to give support and advice and pass on the knowledge that got you into medicine!

4. Honesty is key

As medical students and doctors, we are all very busy and sometimes mentees may not understand that. It is important to be honest with your mentee when you are lacking in free time and let them know in advance if there are times when you may not be available. Try and build a schedule with your mentee for things such as reading their personal statements or helping them with interview preparation so your mentee knows what times are best for you and understands if you take

longer than normal to reply to their messages. Your mentee will appreciate the honesty more than no response for a month!

Similarly, if there are things you feel your mentee needs to change in order to improve their medical school application, don't be afraid to let them know in a supportive but honest way. We always find the sandwich method good when providing constructive criticism. Start off with one positive, followed by a negative and then another positive. Try and provide guidance and tips that will help to improve whatever you think needs improving and remember you were once in your mentee's shoes!

Dealing with unexpected events

Sometimes mentor relationships may not go to plan. We've provided some advice for some scenarios where things don't go as expected.

1. What happens if my mentee is not engaged? (e.g. not replying to emails, giving half-hearted responses or not providing necessary information)

Send a reminder email, but remember it is not your responsibility to chase your mentee. If they seem disengaged, contact ACMM via email or through social media (contact details on page 2) and we will speak to your mentee and try and assess their reasons for not engaging. If necessary, they will be removed from the programme. We have stricter application forms this year and tougher requirements to try and prevent this from occurring.

2. What happens if my mentee is rude or disrespectful?

We hope that every mentee will understand the value of mentoring and act professionally. If this is not the case, contact us immediately and we will speak to the mentee and remove them if requested or necessary. Please do not argue with your mentee – we will take full responsibility for managing your mentee's behaviour.

3. What if my mentee decides not to apply for medicine anymore?

Ascertain the reasons why and assess whether these are worthy of not applying for medicine or could be adjusted. For example, a low UKCAT score could put your mentee off applying – but where possible still encourage them if their chance is still realistic and they still want to do it. On the other hand, if your mentee has genuinely decided medicine is not for them – be respectful and supportive and make sure to let us know (either via email from you or your mentee) ASAP so we can adjust the database.

4. What happens if I do not know how to help my mentee anymore?

If you are unsure about what advice to give your mentee, you can always contact ACMM directly and we will provide guidance as to how to help.

5. What happens if I discover that my mentee has an unrealistic chance of getting into medicine?

We have imposed stricter application processes for our mentees, so hopefully this does not occur for this round of applications. We only allow mentees who have the grades eligible for medicine. If you do find that your mentee has an unrealistic chance of getting into medicine, continue to support your mentee but be honest – let them know it might be hard for them to get in, but try and support them if they decide to explore other avenues to get into medicine.

6. What if I do not want to be a mentor anymore?

We ask that when you apply to be a mentor for ACMM, you commit to at least one year of mentoring. Make sure that you assess your commitments to make sure you can commit enough time to your mentee. If you do not want to be a mentor anymore, please let ACMM know ASAP with the reasons why. You will not get your certificate for being a mentor if this occurs. If we find you have not had any contact with your mentee for the year, you will also not receive a certificate. We want to make a positive impact on prospective medical students' applications and we cannot do that without effective mentors!

7. What if my mentee asks for help for mental or physical illness?

Refer them to professional help and do not give them advice about how to cope with their illness.

8. What if my mentor wants to meet up?

We advise you to try and use technology as your means of contact with your mentee as much as possible. If you will be meeting up with your mentee, please ensure this is only in public places and that you have let us know prior to the meeting. Some of your mentees will be under 18 and it's important to ensure they are safe.

What not to do as a mentor:

- Do not give financial advice to your mentee.
- Do not give them general life advice i.e. relationship, family or otherwise – keep this mentoring role strictly professional.
- Do not ignore your mentee – if you have prior engagements or are particularly busy then let your mentee know in advance so they are aware that your responses may be delayed.
- Do not accept money from your mentee under any circumstances.

This list is not exhaustive and if at any point you're not sure, please contact ACMM immediately.

Personal Statement Guide

As you know, the personal statement is a way to show a university how suited you are to medicine. We expect your mentee to send you their personal statement at least twice before they apply to ensure it is of high quality.

We've attached two personal statements to act as guides for what your mentee should be doing in order to make the best impression possible. We also have some general tips on what to look for when reading their personal statement:

1. Does it make sense?

Regardless of the content of their personal statement, it is important that it is grammatically correct and follows a structure. Please check spelling and grammar for your mentee.

We also suggest that personal statements follow a certain structure starting with a general introduction into why they want to study medicine, their motivation/academics and experiences that have made them sure medicine is the career for them, followed by any extra-curricular things they have accomplished which demonstrate they have the skills required of a doctor. This order is widely used and usually provides the reader with a good understanding of the applicant and helps the personal statement flow. If

you have followed a different structure and been successful, feel free to guide them using yours.

2. Is the information relevant?

A good personal statement only includes information that strengthens the application. Any information in the personal statement should demonstrate motivation for studying medicine, experience and interest and skills of the applicant that would make a good doctor. Anything that does not fall into these categories may be a waste of words! We've got some subheadings of the types of things that medical schools usually look for to help you advise your mentee when writing their personal statement. If something doesn't fit under one of these categories, ask them to think about removing or rewording it:

- Motivation and realistic approach to medicine as a career – reasons for wanting to studying medicine and a realistic idea of what studying medicine and being a doctor is like (usually by ways of work experience or voluntary work)
- Work well as part of a team – experience of working as part of a team and as a leader of a team
- Likely contribution to university life – demonstration of extra-curricular activities and interests
- Communicate effectively in a wide range of situations – work experience and volunteer experience

3. Is their personal statement personal?

With many personal statements floating around the internet, it can be tempting to use these for inspiration and end up using more than you think. It's important to make sure your mentee's personal statement is true to them and is as unique as possible. Make sure to encourage them to use their own unique life experiences to demonstrate their skills and motivation to study medicine as well as why they would be a good doctor. Try to get them to steer clear of typical phrases and words such as "I find the human body fascinating" or "I love helping people". If they do decide to use these phrases, they need to explain why this is the way they feel – what has made them decide that the human body is fascinating or helping people is what they want to spend their life doing?

4. Is it full of lists or lessons?

When writing a personal statement, it can be easy to want to list everything they've ever done that they feel might help their application. However, it is important that for everything listed, there is an explanation as to why this was significant to them. A few points with detailed explanations are better than a list of ten great things they've done. We have provided two example personal statements for you to use if it has been a while since you have done yours. Feel free to share your own with your mentee to help them structure theirs. What we have provided is not exhaustive, so if you are ever not sure about an issue, you can always email us for help!

The personal statements below are provided for guidance ONLY and should NEVER be used fraudulently as your mentee's own. Please remind them of this if you decide to share these or your own personal statements with them.

Example Medical Personal Statement 1

I am motivated to study medicine as it provides the intellectual, scientific and emotional challenge that I look for in a career. I am drawn to understanding the science behind why bodily systems fail and how they can be treated, whilst being able to enhance people's lives and serve the community in which I find myself. I am attracted to the idea of continually learning within an ever-changing career; incorporating scientific advances into my practice. These aspects developed from my experiences have confirmed my decision to pursue medicine.

On a neurosurgical ward at UCLH, I was able to understand the value of teamwork during interdisciplinary discussions to cover all aspects of a patient's healthcare. I was particularly impressed by the ability of doctors to remain calm in the midst of pressure to make life-changing decisions. In an inferior vena cava filter placement operation, I witnessed how the principles of medical ethics were upheld; doctors acted in the best interest of the intensive care patient who was unable to give consent. Sitting in on clinics, I noticed the difference nonverbal communication can make in building a good rapport with patients. I was able to apply this to communicate empathetically with people from different backgrounds as part of my work experience at a nursing home. It was humbling to spend time with a woman suffering from amyotrophic lateral sclerosis and take part in activities with dementia sufferers. Upon reflection, it was clear that social well-being played a fundamental role in the practice of good medicine, as doctors must treat the person both physically and emotionally.

I have enjoyed learning about proteins in Biology, in particular about their ability to form complex shapes from their primary structure. I explored the impact of protein misfolding in the development of some neurodegenerative diseases. I saw how understanding the building blocks of the human body, is key to understanding pathology. Studying Chemistry has allowed me to develop my problem-solving and logical reasoning skills. As a member of the Brilliant Club, I analysed primary research papers to write an essay on the uses of noble gases as neuroprotectants in treating traumatic brain injury (TBI). I gained a deep insight into translational medical research and a sense of the advances that could redefine the perception and treatment of TBI. In attending a careers day at UCL, I engaged in ethical discussions about patient confidentiality providing a sense of the scenarios that doctors can encounter on a day to day basis. In the book 'Do No Harm' by Henry Marsh, I was enthralled by the cases that gave me an insight into neurosurgery. I learnt of the importance of accountability and that learning from mistakes is key to developing experience as a doctor.

Medicine is a rewarding discipline; however I understand that this can come with stress and emotional challenges. To relax, I enjoy debating and playing the piano; balancing these commitments with my studies helps me to prioritise and manage my time effectively. I enjoy volunteering to teach piano to children as part of my Gold Duke of Edinburgh award. Preparing and delivering lessons has taught me to be more patient and how to communicate complex ideas in a simpler way. My commitment to helping the vulnerable in society has led me to organise visits with my youth church to Saint Francis Hospice and play an active role in pensioner evenings, allowing me to harness my interpersonal skills. As captain of the rugby and debate team, I have been able to demonstrate effective leadership and the ability to work in a team despite various difficulties.

I believe my experiences have allowed me to develop attributes essential to becoming a successful doctor. I feel I have the scientific ability and social qualities to provide future patients with the best care possible. I look forward to the challenge of

developing the diverse range of skills required to excel as a clinician.

Example Medical Personal Statement 2

Contracting tuberculosis during my first term at university gave me an unexpected insight into medical practice. I learnt about the key diagnostic methods used to identify disease and witnessed allied healthcare professionals collaborate in order to confirm diagnosis and implement treatment. This highlighted the interdisciplinarity and professionalism of medical practice in addition to increasing my desire to study medicine. Shadowing doctors on a volunteering experience in Nicaragua enhanced this understanding of professionalism, as I demonstrated the skills needed to lead a successful triage station in which patient care remained uncompromised despite language barriers and limited resources. Such experiences coupled with what I have learnt through my Biomedical Science degree provide the basis of the skills and knowledge that will be required for a career in medicine.

Supported by a competitive scholarship from the Wellcome Trust, I conducted a 6-week research project that contributed to determining the function of micro-RNA as clinical biomarkers for mild traumatic brain injury. This developed my understanding of the process that leads to the development of biomarkers that are routinely used in clinical practice and highlighted how research and clinical medicine work in conjunction. In addition to this project, I organised weekly volunteering at a local children's hospital where I supported patients on dialysis by leading creative projects to keep them occupied through the distressing process of undergoing treatment. This continued experience strengthened my communication skills and developed my understanding of the patient experience within the NHS, emphasising the importance of a holistic understanding of medicine, in which both patient needs and the importance of advancements in resources are understood.

Widening Participation is a prominent issue within medicine. As a response to this, I run an organisation for students from disadvantaged backgrounds, to encourage these students to apply and succeed in medicine. The organisation currently matches prospective medical students throughout the country with medical students and doctors who voluntarily provide one on one mentoring. This initiative has enhanced my ability to work effectively in a team and with people from many different backgrounds.

Through a competitive programme, I was awarded the mentorship of Dr Jane Collins, CEO of Marie Curie Care. This both challenged and reinforced my organisational skills and ability to build professional relationships. I also represented my cohort as an academic representative which involved communication between academics, administrative staff, peers and prospective students; emulating the multi-disciplinary team dynamics demonstrated throughout medicine.

In my spare time, I play netball for the MedSoc University team. While keeping me physically fit, it provides additional experience of working as a team. My part-time job as a waitress requires the ability to build up a rapport with guests and maintain their satisfaction throughout their experience. These skills will be transferable when ensuring patients receive the appropriate standard of care for the duration of their treatment. I believe that my Biomedical Science degree and secondary activities show that I have the knowledge base and resilience to thrive under the privilege of being a doctor.

Example Medical Personal Statement 3

Medicine is like a patchwork quilt, with the ideas of prevention, cure and recovery sewn together using the common thread of patient interaction. Studying Medicine gives the unique opportunity to directly address the diseases shaped by an increasingly ageing population, genetics and the environmental factors that unravel many people's lives. It is for this reason that I want to study Medicine. In exploring many hospital wards, I began to appreciate how vital teamwork is in delivering the best care. For example, whilst being on the elderly care ward I saw the fragility of patients. Upon speaking to the relatives of a nil-by-mouth patient, I began to understand the importance of the socio-medical liaison, in this case, in dealing with nutritional and physiological needs. Though understandably upset about her prospects, the doctor was able to console the patient by addressing her concerns in a way that was calm and honest, helping the patient to grasp how best to proceed and manage the situation. I learnt that as much as medicine is a science in its duty to scrutinise and explore, it is also about looking after the patient emotionally, using empathy and clear communication, when faced with difficult news. My time on the intensive care ward was challenging but valuable, as it meant seeing people lose an innate human trait - the ability to fight when faced with adversity. Whilst it was difficult, I was able to observe the realities of healthcare, that the prolonging of life cannot always be achieved and that sometimes the aim is not to overcome illness but to help the patient die with dignity.

Inherently, Medicine is a science, so enjoying its diverse and progressive nature has guided my decision. At school, I learnt about the roles of proto-oncogenes and their defective counterparts, oncogenes, in cancer; I explored these further through endoscopies and biopsies during my placement. Having enjoyed learning about the genetic devices of cancer and chiral drugs in its therapy, I was eager to learn more. Exploring media led to reading about personalised cancer treatments such as pertuzumab. The research detailed the benefits of this approach, like safety, and the ethical problems, like genetic ownership, weighing them up against each other. I explored this topic further by reading "The immortal life of Henrietta Lacks". Extracurricular activities have let me develop essential skills. Teaching biblical studies has helped me to improve my interpersonal and communication skills. This has allowed me to become better at dealing with situations quickly in a challenging environment which was recently tested during a church festival.

Also, coaching a basketball team has enhanced my organisation skills, I created drills to help inexperienced players to improve the balance between attack and defence. It was great to see the team improving! This has also enabled me to develop my problem solving skills using scientific principles, and by completing both the Bronze and Silver Duke of Edinburgh awards, my team work greatly improved. During my gap year, I hope to better grasp the physical and emotional investment of those working the medical field by working as a healthcare assistant and volunteering in Brazil. It is also a chance to engage with a different culture. Outside my studies, I enjoy teaching myself Portuguese, which has enhanced the extent to which I can communicate. I enjoy art, notably 18th century sublime art as its presence in daily life is subtle but evident; my favourite piece is Turner's Hannibal. It is clear that medicine is the stitching together of both the scientific and artistic ideas of communication, innovation and causation; although it will not be easy, I believe that I have the drive and desire in order to flourish in a medical career and in life at your institution.

Dental Personal Statement 1

My desire to become a dentist stems from my love of Biology, as I find the human body extremely compelling. The human mouth in particular interests me as the different teeth all play an essential role in maintaining good oral health. Dentists are becoming increasingly important as we are living in an aging population; therefore it is vital that everyone's oral health is maintained in order to retain teeth. I wish to have a career in dentistry, as I will find it rewarding to see how providing great dental care can lead to an unimaginable boost in confidence and the health of the patient.

In order to get a better understanding of Dentistry, I completed work experience at Barkingside Dental Surgery and Chingford Orthodontic studio. Whilst at the Orthodontic studio I learned how dentists work in a team, and therefore the importance of communication skills. I then began to appreciate how dentists have to be calm, caring and considerate, in order to suit the needs of the often nervous patient. From shadowing the dentists at Barkingside Dental Surgery I enjoyed meeting patients that had a range of problems, and the responsibility that dentists have in order to make informed decisions.

I love the challenges of studying, and I feel that my A-Level subjects will provide a good foundation for my degree to be built upon. Having studied Biology, I learned how each component of the human body is adapted for its purpose. From studying chemistry I was able to build upon my practical skills, as I learned the importance of precision, a skill that will be valuable in my career. As I am an eager learner, I was keen to attend the "Medicine Matters" day in association with Bart's and London University; the lecture given on Dentistry motivated me to specialise in orthodontics in the future, as I would enjoy the challenges of deepening my knowledge about Dentistry, as well as building on my skills.

At sixth form I am a Guardian Angel which involves me having to help a pupil that has special educational needs by supporting his learning. It is exciting as it not only allows me to build a relationship with the pupil, but also enables me to develop my communication skills. This then encouraged me to volunteer to teach a dance lesson to children in my local community. This was a rewarding experience for me as it was challenging to lead a class of 30 young children, but through my excellent organisational and leadership skills I was able to make the session a success.

I love dancing, as I find dance a brilliant way to relax and socialise. Through dance I have been able to perform at various shows and competitions, which has been amazing, as it has not only allowed me to work with others in a team, but it has also helped to boost my confidence. On the weekends I work in a retail shop. Due to my friendly nature I enjoy being a sales assistant as it enables me to meet a wide-range of people. Balancing a job and education puts my organisational skills to the test, and it is rewarding to see how I am able to balance both.

My education is very important to me, and I am eager to learn new things, and this is why I believe that studying at university is for me. I will also enjoy the independence that university brings, and I think this will give me the freedom to build upon my personal skills and qualities. I understand that university is challenging, but as a self-motivated and committed person, I know that I will be determined to succeed in all aspects of my dentistry course, in order to fulfil my ultimate dream of becoming a dentist.

Dental Personal Statement 2

Reflecting on the quality of dental care in my home country, Nigeria, it became apparent to me how wealth plays a part in oral care. Less than 20% of Nigerians have access to oral health care services and among most people, oral care is completely disregarded. This increased my appreciation for the NHS and made me want to venture into a field where I am able to make a difference and advocate for something as important as oral care- as it has a big impact on the quality of people's lives. What intrigues me the most about dentistry is that there are many aspects to think about. I want a career that requires a holistic approach to improve the health of a patient, a career that is based on science whilst being able to build a rapport with patients. Therefore, I feel like dentistry presents me with the perfect balance. During my placement at a dental practice, I observed the qualities needed in a dentist. A patient that stood out was an elderly woman who was having her braces removed. She lacked proper English however the dentist was still able to effectively deliver a coherent debrief before and after the dental procedure. This highlighted the importance of being able to effectively communicate with patients. Through volunteering at my church where I feed the homeless, I have recognised how crucial it is to be able to interact with and develop empathy for a wide range of people from different socio-economic backgrounds to give care to an individual, as a dentist would. I also recognised how in a dental environment, good teamwork is paramount to ensure the patient receives the best care. The dentist had to assign tasks to the dental nurse and receptionist when introduced to a new pregnant patient who had her wisdom tooth extracted. This was to ensure that the right antibiotic that was prescribed from the dentist was accurately passed on to the receptionist.

During my previous role as the chair of the dental society at my college, I led the society and allocated roles to different members when presenting on oral diseases and ethical scenarios together. Through this role, I was able to reflect on and advance my leadership skills. Furthermore, playing netball for 6 years has shown me how each player has a unique role to play, none less or more important than the other. Likewise, it is fascinating to observe how every member of the dental team is needed to successfully and safely treat a patient. During my gap year, due to the COVID outbreak, I took part in the virtual discover dentistry course. This opened my eyes to the many aspects of dentistry, ranging from how dentists are perceived in the media to dental restoration to the misconceptions about caries. This emphasised the comprehensive nature of dentistry and how important it is for dentists to consider many different factors when providing oral care. After attending a lecture about a potential link between gingivitis and Alzheimer's due to the higher concentrations of proteins produced by p.gingivalis in people with Alzheimer's, I realised how something as small as the oral cavity plays an important role on bodily functions. Dentistry is dependent on manual dexterity which I have picked up from my 5 years of trumpet playing, reaching grade 4 which has also taught me resilience.

Working part time as a waitress for over a year has taught me how to manage my time effectively, something that is critical for a dental student to do and has also taught me how to be professional at all times, as a dentist would. The field of dentistry is continually evolving which suits my adaptability. As displayed by the COVID-19 outbreak, dental practice and routine is constantly changing to fit around new outbreaks or developments in science, technology and research which is very engaging for me as an individual. Moreover, practicing in this field will allow me to make an impact on people's oral health and lives. Dentistry is a compelling profession that I would be keen to contribute to.

Interview Tips

We've provided you with some general tips for your mentee when/if they get an interview. We will be holding an interview day in November which will provide more detailed information and the chance for applicants to do mock interviews. Please let your mentee know this will be happening.

There are many companies out there that provide interview advice and many require people to pay for their services. Unfortunately many of our mentees do not come from wealthy backgrounds and so some prices may be out of our mentees' price range. We therefore encourage you to provide your mentee with a mock interview or practice at least a few interview style questions if/when they get called to interview.

Some of the basics:

- Dress code is important
 - Arrive early to the interview
 - Research the location
 - Know the format of the interview
 - Methods to stay calm before and during the interview
 - Stress the importance of preparation and tips on how to prepare
1. In every answer, encourage your mentee to PEEE themselves! This means that they must first make a point, then provide evidence that backs up this point and then explain and expand upon this idea. The key part of this format is the evidence/examples your mentees provide as this is their chance to show off what they have done, seen and read.

Why does this structure work essential?

- It ensures that answers are complete.
 - Helps structure answers and therefore, avoids waffling.
 - Practicing this way will help mentees think of their own evidence and examples from their lives that will mean they can answer questions as well as possible.
 - It is a universal structure that may be used in any station or scenario.
2. Work experience/any clinical exposure is key – use it to your advantage! Use your experiences to show off what you have done and the **personal** effect it had on you personally and the insight it gave you. They care about what you learned, not necessarily what you did.
 3. You are not expected to be the finished article! Ensure you convey how keen you are to learn and develop at medical school. Express how you have started to gain the skills and traits that doctors need and how you are someone who can grow and develop them.
 4. Demonstrate a realistic idea of medicine – recall different situations, knowledge of the various duties of a doctor including teaching and team leading as well as understand other healthcare professional's roles.
 5. Know about the current key topics affecting the NHS – science, healthcare related news, keep up to date with BBC news and scientific journals
 6. Research the key skills that are needed to be a doctor – be able to provide an example of how they have demonstrated these skills.
 7. Scenarios – practice common communication stations and role play with a friend or colleague (MMI focused)

8. Research and prepare for ethical dilemmas
9. Know about the particular medical school and why they want to go there
10. Schedule practice interviews
11. Treat each separate station as a new interview (MMI focused)

Mentor Checklist

We've collated some things you will want to consider for each aspect of your mentee's application to ensure you have covered most of the key points of guidance for the medical school application process.

Entrance Exams – Here are some things to consider:

- Have they researched which universities require which entrance exams?
- Have they researched the structure and dates of their chosen entrance exams?
- Have they got the right resources to revise?
- Have they checked how much weight is placed on entrance exam scores for their chosen universities?
- Have they considered how they are going to manage revising for an entrance exam on top of other commitments?

Work Experience – Here are some things to consider:

- What kind of work experience do they have?
- Do they know how to get more work experience if needed?
- Do you know of any places they could seek work experience?

Being an “All-rounder” – Having outside interests and experience leading a team is an important part of the medicine application. Here are some things to consider:

- Have they got evidence of being a well-rounded individual (non-educational interests)?
- Have they taken part in extra-curricular activities?
- Have they got any leadership experience?

Personal Statement – We'd expect for you to review your mentees personal statement and give them some feedback at least twice. Here are some things to consider:

- Does their personal statement have a structure?
- Does it sound too cliché? Is it truly **personal**?
- Have they included enough work experience?
- Have they reflected enough on what their work/clinical experience has taught them?
- Is their personal statement clear and concise?
- Is their personal statement easy to read?
- Have they included some extra-curricular activities to show that they are well rounded?
- Have they considered who could be a reference for their application?

Have they looked at templates online to see what medical personal statements should include?

You are not obliged to:

1. Provide advice or tutoring for A levels or degree work – your role is not a tutor but a medical school mentor!
2. Provide help or advice on student finance – please direct your mentee towards their educational body if they need any advice.

Month by Month Breakdown

You should have contact with your mentee at least once a month (ideally more often!). This should be via means that work best for you and your mentee. Please also see our mentor timeline for more information.

This breakdown is made without considerations of unexpected events that may occur due to the COVID-19 pandemic.

June

- Get matched with a mentee and become acquainted with this guide and all other ACMM paperwork.
- Ensure that you have sent us an up-to-date DBS check
- Introduce yourself to your mentee and establish methods of communicating with each other.
- Clarify your mentee's goals, previous and planned work experience, the universities they intended to apply to, the entrance exams they need to prepare for, their status regarding A-level studying.
- Get to know your mentee on a personal level – their personality, interests, hobbies, work etc.
- Try to have a telephone/FaceTime/Zoom conversation with your mentee.
- Consult the ACMM **mentor timeline** for suggestions and resources.

July

- Check in on how your mentee is coping with their exams.
- Clarify their plans for the upcoming summer re. work experience and studying for entrance exams and interviews.
- Ensure they are thought about and begun planning their personal statement.
- Ensure that your mentee has signed up and paid for their entrance exams.
- Check in on your mentee's personal statement and give their first draft a read and feedback if it has been completed.
- Try to have a telephone/FaceTime/Zoom conversation with your mentee.

August

- Ensure there is more urgency to their application planning if they have yet to complete a first draft of their personal statement or signed up to take an entrance exam.
- Read and give feedback on their second draft of their personal statement.
- Check in on how their exam results went and provide support if necessary.

September

- Ensure that your mentee has a smooth transition back to school/University.

- Ensure that they are now putting the finishing touches on their personal statement and has begun their online UCAS application.
- Check that your mentee has either taken or is fully prepped for their entrance exams.

October

- The UCAS deadline will be approaching! Ensure that their application is complete and sent off in good time.
- Ensure that your mentee has some time to relax after their application is sent off and is handling their school/university work well.
- Try to have a telephone/FaceTime/Zoom conversation with your mentee before the UCAS deadline.

November, December, January, February, March and April

- Check in on how your mentee is getting on in general on at least a monthly basis and find out if they have been offered any interviews.
- Ensure that your mentee can prepare for any upcoming interviews
- Remind your mentee that no news is good news and that many medical schools take many months before inviting all of their candidates to interview and handing out all their offers.
- Congratulate your mentee if they get any offers and ensure that they focus intensely on their exams so that they can get the grades they need if their offer is conditional.
- Console your mentee if they have faced any rejections and remind them that very few people get all 4 offers from universities.
- Provide advice on what to do if they are rejected from all of their universities.
 - Although this is not common, some universities will offer places to candidates who were just short of the borderline after results day as they inevitably have candidates with a place that do not meet their grades.
 - We encourage all mentees to try again if they are not successful – rejection is a common feature of life and can only make us stronger!
 - Recommend that your mentee enquires as to the reasons why they were rejected. Some universities will provide detailed feedback when asked whilst others will only give generic reasons and advice.

The Following May and beyond

- Ensure that your mentee is as well prepared for their exams as they can be (if this applies).
- We encourage you to stay in contact with your mentee after they have completed a cycle of mentoring with ACMM in order to create lasting ties between people and build upon our network of African-Caribbean doctors.
- If they have been successful in gaining a place, encourage your mentee to apply to be an ACMM mentor.

We hope this guide supports you in being an excellent mentor to your mentee and getting them through their application successfully. As always, if you have any questions, please feel free to email our mentoring team directly at: mentoring.acmedicalmentors@gmail.com.

Many thanks for reading this guide. We hope it has cleared up a lot of things for you and that you can form an effective mentoring relationship with your mentee.

Daniel Abarshi
ACMM Mentoring Lead