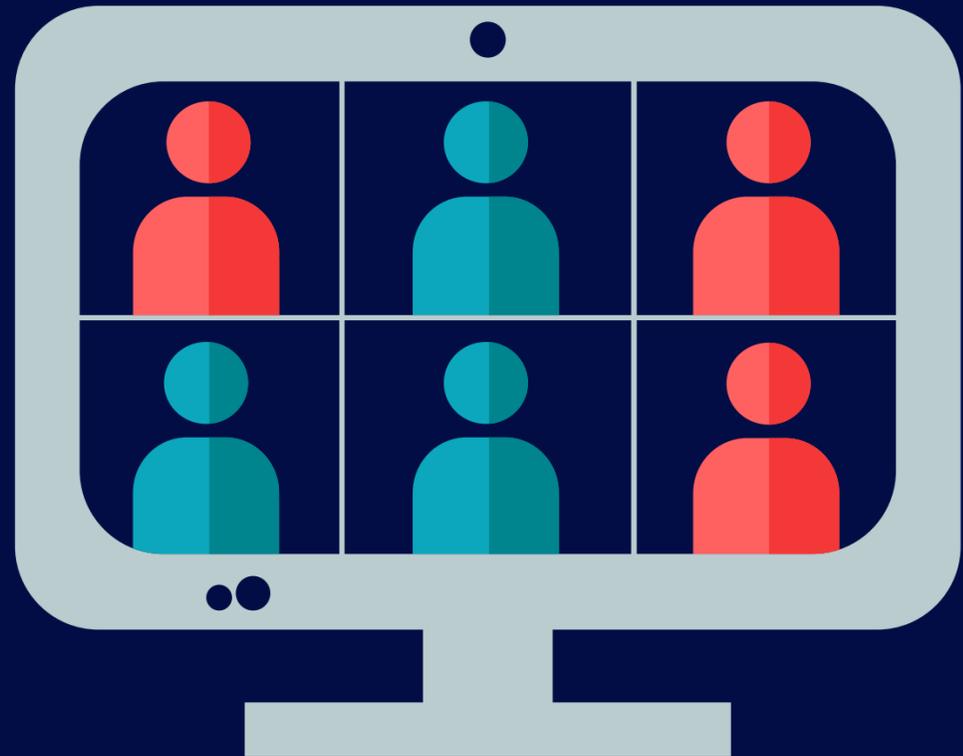


INTERVIEW HOT TOPICS





WEBINAR AGENDA



- What interviewers are really looking for
- Answering “Why Pharmacy?” with insight
- Why this University
- GPhC Standards and STAR method
- Role of the Pharmacist
- Wider Reading
- Maths questions
- Scenarios



WHAT TO EXPECT?

- Patient-centred mindset
- Understanding of the pharmacist's role
 - Ethical judgement & professionalism
 - Clear communication
 - Ability to reflect and learn
 - Safe decision-making





WHY PHARMACY?

- Interest in medicines and patient care
- Role of pharmacists beyond dispensing
- Impact on public health and safety
- Working within multidisciplinary teams
- Responsibility and trust in the profession

Tip: Link science → patient → safety



PAST: WHERE DID THE INTEREST BEGIN?

PRESENT: WHAT HAVE YOU DONE TO EXPLORE PHARMACY (E.G. RESEARCH, WORK EXPERIENCE)?

FUTURE: WHAT DO YOU HOPE TO ACHIEVE AS A PHARMACIST?

USE QUESTION 1 OF PERSONAL STATEMENT



WHY PHARMACY?

“I’m drawn to pharmacy because it sits at the intersection of science and patient care. I’ve always been interested in how medicines work, especially how they’re used to manage long-term conditions like asthma or hypertension. After researching the Pharmacy First scheme and independent prescribing, I became excited about the idea of being more involved in clinical decisions and patient outcomes. The evolving role of pharmacists — especially in community and primary care — inspired me to pursue this path, where I can use my knowledge to directly improve lives.”

They are looking for:

1. **Course-specific reasons (not location only)**
2. **Teaching style & support**
3. **Clinical exposure & patient focus**
4. **How it fits you**

WHY THS UNIVERSITY ?



“I’m particularly interested in studying pharmacy at King’s College London because of its strong clinical focus and close links with major London hospitals.

I like that the course emphasises applying scientific knowledge to real patient care, especially through its integration of clinical case-based learning. This suits my learning style, as I understand concepts better when I can see how they are used in real healthcare settings.

I’m also drawn to King’s because of its reputation for healthcare education and its exposure to diverse patient populations, which I think is important for developing strong communication skills and cultural awareness as a future pharmacist.

Overall, King’s aligns well with my goal of becoming a clinically confident, patient-centred pharmacist who can work effectively within the NHS.”



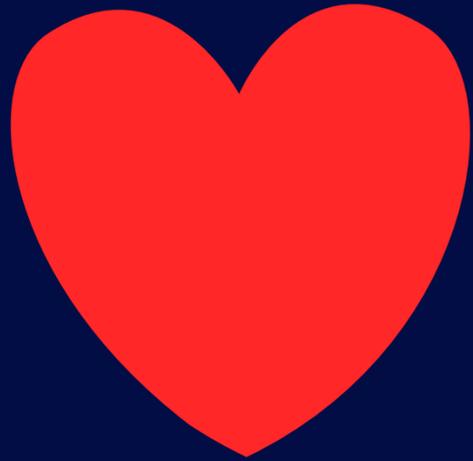
THE GPHC STANDARDS



WHAT IS THE STAR METHOD?



| Letter | What it Means | Your Role in Answering |
|-----------------------------|-----------------------------|--|
| S – <i>Situation</i> | Set the scene | Where were you? What happened? Who was involved? |
| T – <i>Task</i> | What was your goal or role? | What were you trying to achieve? What was your responsibility? |
| A – <i>Action</i> | What did you do? | Step-by-step actions you took. What skills did you use? |
| R – <i>Result</i> | What happened? | What was the outcome? What did you learn or improve? |



Tell me about a time you put someone else's needs first. (Patient centred care)

S – Situation

While working in a part-time retail role, I noticed a customer struggling to understand instructions for a product they needed urgently.

T – Task

My responsibility was to ensure they felt supported and understood what they were using.

A – Action

I slowed the conversation down, avoided jargon, asked open questions, and checked their understanding before they left.

R – Result & Reflection

The customer felt reassured and thanked me. This showed me how clear, patient-focused communication is essential in pharmacy to ensure safe and effective care.





Describe a time you worked in a team. (Partnership Working)

S – Situation

During a group project at sixth form, everyone had different ideas which made it hard to agree on an approach.

T – Task

My role was to help the group work together effectively.

A – Action

I suggested we listen to everyone's ideas and divide tasks based on strengths.

R – Result & Reflection

The project went smoothly and we met the deadline. This taught me how teamwork is essential, similar to how pharmacists work with other healthcare professionals.





THE ROLE OF **THE** PHARMACIST



KEY

RESPONSIBILITIES

- Check prescriptions for safety and accuracy
- Ensure medicines are appropriate for the patient
- Advise patients on how to take medicines correctly
- Prevent and manage side effects and interactions
- Support long-term conditions (e.g. asthma, diabetes)
- Promote public health (vaccinations, smoking cessation)





KEY QUALITIES

- Patient-centred – puts patient safety and wellbeing first
- Good communicator – explains medicines clearly and listens
- Professional & ethical – trustworthy, honest, responsible
- Attention to detail – accuracy is critical with medicines
- Team player – works well with other healthcare professionals
- Good judgement – knows when to act and when to escalate
- Empathetic – understands patient concerns and anxieties
- Lifelong learner – keeps knowledge up to date



PRESCRIBING

VS

PHARMACY

FIRST

- Pharmacists can graduate as independent prescribers
- Can assess patients, diagnose within competence, and prescribe medicines
- Often work in GP practices, hospitals, or community pharmacies
- Manage long-term conditions (e.g. hypertension, diabetes)

- An NHS England service
- Pharmacists do NOT prescribe medicines
- Supply certain medicines under strict NHS protocols
- Limited to specific minor conditions only
- No independent clinical diagnosis beyond the pathway





HOW TO TACKLE AN ARTICLE

Identify the main issue

Who is affected? (patients, NHS,
pharmacists)

Consider benefits and risks

Link to the pharmacist's role

Reflect on patient safety



HOW TO TACKLE A GROUP INTERVIEW

- Listen first — understand the task
- Contribute clearly without dominating
 - Build on others' ideas respectfully
- Encourage quieter members to speak
 - Stay professional and focused
 - Help the group reach a solution

WIDER READING



CPPE

The BMJ



The Pharmaceutical Journal



Chemist and Druggist





ETHICAL SCENARIOS



Safeguarding

- Protect children & vulnerable adults from harm
- Do not promise confidentiality
- Record and escalate concerns



Confidentiality

- Keep patient information private
- Can be broken if there is risk of serious harm



Gillick Competence

- Under 16s can consent if they show understanding
- Based on maturity, not age



“YOU ARE SCHEDULED TO START WORK, BUT YOUR CAR BREAKS DOWN ON THE WAY AND YOU REALISE YOU WILL BE LATE. HOW WOULD YOU HANDLE THIS SITUATION?”





Communicate Early

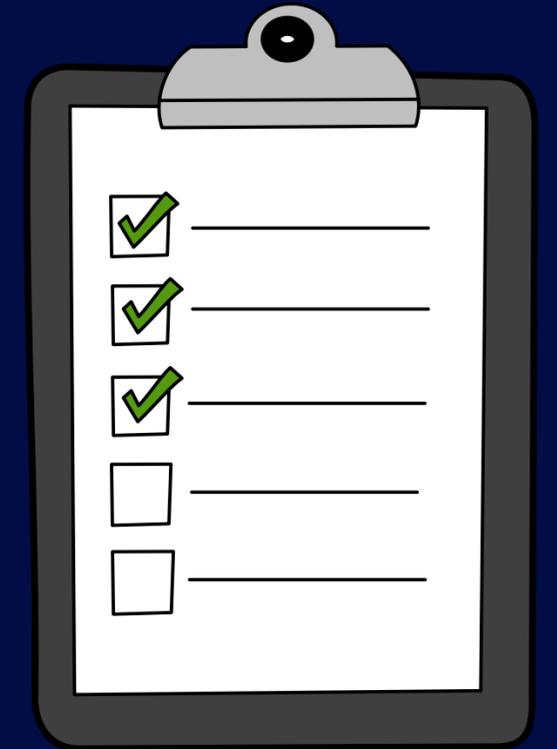
- Contact the workplace as soon as possible
- Be honest and clear about the situation

Take Responsibility

- Apologise for being late
- Avoid making excuses

Think About Impact

- Acknowledge how lateness could affect patients or the team



Offer Solutions

- Arrange alternative transport if possible
- Offer to make up the time



Reflect Professionally

- Explain how you'd reduce the risk in future



“YOU ARE WORKING ON A GROUP PRESENTATION AND NOTICE THAT ONE GROUP MEMBER IS NOT CONTRIBUTING. HOW WOULD YOU HANDLE THIS SITUATION?”





Communicate Respectfully

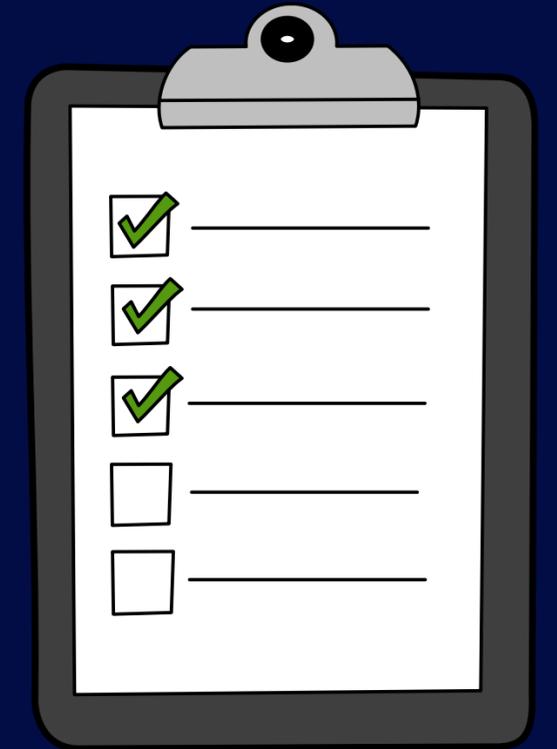
- Speak to the group member privately
- Ask if they're struggling or need support

Be Supportive, Not Confrontational

- Avoid blaming or criticising
- Encourage open discussion

Focus on Team Success

- Re-assign tasks fairly if needed
- Support them to contribute in a way that suits their strengths



Escalate Appropriately (If Needed)

- If the issue continues, inform the tutor professionally
- Focus on meeting the group's responsibilities



Reflect Professionally

- Emphasise teamwork, respect, and accountability





“A PATIENT REFUSES TO TAKE THEIR MEDICATION BECAUSE THEY ARE EXPERIENCING SIDE EFFECTS. WHAT SHOULD A PHARMACIST DO?”





Listen & Acknowledge

- Listen to the patient's concerns
- Acknowledge how side effects can be worrying
- Do not dismiss their experience

Assess the Situation

- Ask what side effects they are experiencing
 - Check severity, duration, and impact on daily life
- Identify if side effects are expected or concerning



Provide Clear Information

- Explain why the medicine was prescribed
- Discuss common vs serious side effects
- Reassure where appropriate using clear language



Prioritise Patient Safety

- Advise not to stop medication suddenly if unsafe
- Identify red flags that need urgent review



Escalate & Support

- Refer to the prescriber if needed
- Discuss alternatives or adjustments
- Document and follow professional guidance



Scenarios

HOW TO APPROACH

- Stay calm and think logically
- Prioritise patient safety
- Gather relevant information
- Act within your scope of practice
- Follow guidance and escalate concerns
- Reflect on your decision

WHAT ARE THEY LOOKING FOR

- Patient-centred thinking
- Professional judgement
- Awareness of ethics and responsibility
- Clear communication
- Willingness to ask for help
- Reflection and learning





More sample questions





MATHS

QUESTIONS

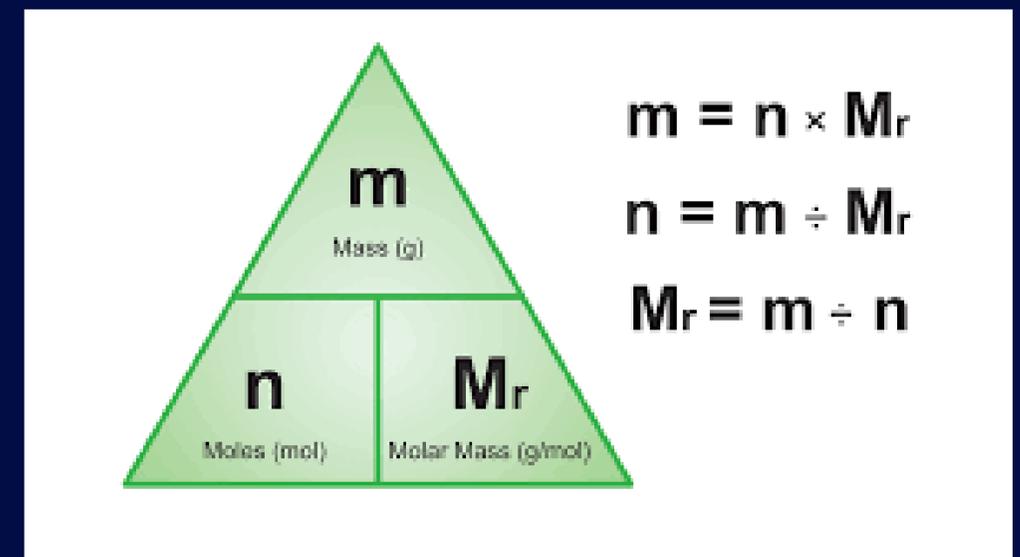
**A PATIENT IS PRESCRIBED 200 MG OF A MEDICINE. EACH
TABLET CONTAINS 100 MG.
HOW MANY TABLETS ARE NEEDED?**



**A CHILD NEEDS 10 ML OF COUGH SYRUP TWICE A DAY.
HOW MUCH COUGH SYRUP IS NEEDED IN ONE DAY?**



**A DRUG HAS A MOLAR MASS OF 200 G MOL⁻¹.
HOW MANY MOLES ARE IN 4 G OF THIS DRUG?**



A SOLUTION CONTAINS 0.5 MOLES OF A DRUG IN 250 ML OF SOLUTION.

WHAT IS THE CONCENTRATION IN MOL DM⁻³?



$n = C \times V$ $C = \frac{n}{V}$ $V = \frac{n}{C}$

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**More sample maths
questions**





NEXT STEPS

- Mock Interviews
- Practice with friends and family
- This should be done 2-3 days before.
- Process this information and revise it
- Make sure to utilize the preparation time in the interview
- Bullet point prompts



THANK YOU
FOR
LISTENING!





More interview resources

- Online Course
- Model Answers 50+
- Book a Mock interview

