

The use of Artificial Intelligence (AI) in pharmacy education and training

About us

The GPhC regulates pharmacists, pharmacy technicians and registered pharmacies to protect the health, safety and wellbeing of patients and the public. Our work includes:

- setting, monitoring and enforcing standards for registered pharmacies, pharmacy education, training and professional standards for pharmacists and pharmacy technicians.
- providing guidance to the people we regulate on how to meet the standards we set, and
- investigating concerns about pharmacists, pharmacy technicians and pharmacies and taking action to protect patients and the public.

Purpose:

The GPhC has published a **statement on Artificial Intelligence (AI) in pharmacy** which sets out our position on its use within pharmacy, and **separate advice on its use within revalidation**. We have also published a **joint statement on principles relating to the use of Artificial Intelligence (AI) in education and training**, together with four other health and care regulators, which includes a set of guiding principles for providers of health and care education to proactively consider during the design and delivery of their educational programmes.

The purpose of this document is to clarify the General Pharmaceutical Council's (GPhC) position about the use of AI in pharmacy education and training.

This document applies to accredited courses of pharmacist education and training, pharmacist foundation training, pharmacy technician education and training, and pharmacy support staff education and training. It is intended to help programme providers frame the use of AI in their curricula as conceived and delivered currently, and also to assist curriculum developments in this area.

AI is now widely used in education and training, and in daily life. As a regulator, it is our statutory duty to set contemporary standards for pharmacy education and training that reflect developments in pharmacy practice, the wider healthcare environment, as well as developments in approaches to the delivery and assessment of education, training and assessment. **Our existing standards are available on our website**. This document provides supplementary advice on the use of AI in education and training in the context of the current standards we set and will be used to support the GPhC's accreditation of programmes against these standards.

Using AI in Pharmacy Education

As a regulator, we set the knowledge, skills, understanding and professional behaviours expected of pharmacy students and trainees. We know that learners are using AI (in particular, generative AI) already and that if used appropriately, AI can be a positive tool for learners as they develop the skills and knowledge required for future practice.

While there are many benefits with the use of AI in education there are also risks. These can include an overreliance on AI and the loss of core skills, as well as the potential for biased or misleading outputs, which can all impact on patient safety.

As a regulator we must ensure that learners who use AI in their education receive proper support and that they understand both the risks and benefits of the technology, when they are learning and when they are practising. From a healthcare perspective, education must prioritise the safe and ethical use of technology.

Principles of Use

The use of AI in pharmacy education should be on core principles of:

1. Accountability
2. Academic Integrity
3. AI Literacy
4. Preparedness for Practice

We expect the following in respect of each principle:

1. Accountability

- Learners, education providers and staff should communicate effectively about where, when and how AI is used.
- Learners are accountable for their use of AI, taking in to account academic integrity and their ethical obligations as pharmacists/pharmacy technicians in training.
- Learners should know, understand and adhere to their institution's AI policies as they apply to them.

2. Academic integrity

- Providers should ensure that assessment methods in which AI is used are valid and reliable.
- Providers should be able to demonstrate how they are ensuring the integrity of meeting learning outcomes when AI is involved.

3. AI Literacy

- Staff responsible for teaching and learning using AI should have the appropriate skills and knowledge they need to do so and should be supported by their institution/organisation in acquiring them.

- Staff developing and managing assessments should have sufficient knowledge and skills in AI to ensure assessments are authentic, that is they test a learner's actual ability. This is key to the integrity of the academic endeavour.
- There should be support for learners in using and understanding the impact of AI in education and practice.
- Learners and staff should develop skills to understand the nature of AI-generated/assisted knowledge, especially understanding the potential for bias and inaccuracy.
- Learners and staff should develop skills to identify AI-generated/assisted information that is clinically inaccurate and/or harmful.
- Learners should understand the ethical use of AI-generated/assisted data in line with the GPhC's practice standards.
- In line with ensuring equality and diversity in education, providers should ensure equitable access to AI, the lack of which might exacerbate existing learner inequalities.

4. Preparedness for practice

- Through education, learners should be prepared for appropriate use of AI in their future practice as pharmacists/pharmacy technicians. This includes understanding the practical, legal and ethical use of technologies, as well as developing the critical thinking skills required to become autonomous professionals.
- Learners should demonstrate AI literacy, that is they understand how decisions are made using AI and are equipped with the skills to explain their use of AI to patients, caregivers and other health professionals in a way that is clear and easy to understand, including explaining any risks derived from the use of AI or non-validated online resources.
- Education providers should equip learners with the skills to maintain their understanding of AI and similar technologies, given the rapid pace of change, once in practice.

Glossary

The following definitions of AI have been used:

Artificial intelligence (AI): ‘AI is the use of digital technology to create systems capable of performing tasks commonly thought to require human intelligence’.

NHS England, *Artificial Intelligence*, 2025, <https://transform.england.nhs.uk/information-governance/guidance/artificial-intelligence/>, accessed 7th January 2026.

Generative AI: ‘Generative AI is a subset of AI capable of generating text, images, video or other forms of output by using probabilistic models trained across one or more domain’

Government Digital Service, *AI Insights: Generative AI*, 2025, <https://www.gov.uk/government/publications/ai-insights/ai-insights-generative-ai-html#introduction>, accessed 7th January 2026.

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GPhC, *Standards for the Initial Education and Training of Pharmacy Technicians*, 2017, accessed 7th January 2026

GPhC, *The Use of Artificial Intelligence (AI) in Pharmacy* (2026)

Joint statement from statutory regulators of health and care professionals, *Using Artificial Intelligence (AI) in health and care professional education* (2026)

Office for Students, *Embracing innovation in higher education*, <https://www.officeforstudents.org.uk/news-blog-and-events/blog/embracing-innovation-in-higher-education-our-approach-to-artificial-intelligence/>, accessed 7th January 2026

Quality Assurance Agency, *Generative Artificial Intelligence*, <https://www.qaa.ac.uk/sector-resources/generative-artificial-intelligence>, accessed 7th January 2026

Royal Pharmaceutical Society, *Artificial Intelligence (AI) in Pharmacy*, <https://www.rpharms.com/recognition/all-our-campaigns/policy-a-z/ai>, accessed 7th January 2026

Appendix 1: Prompts for course providers

1. What is your institution's/organisation's approach to the use of AI?
2. What is your approach to embedding AI in programmes accredited by the GPhC?
3. For a given accredited programme, how is AI embedded in relevant GPhC standards?
4. Is the use of AI articulated clearly in your assessment strategy?
5. How do you ensure your assessments are authentic – that is, you can be sure you are testing actual student/trainee applied knowledge and skills?
6. When and how is AI embedded in your curricula?
7. When and how are staff trained in the use of AI, especially in relation to curriculum design and assessment?
8. When and how are students/trainees trained in the use of AI as students/trainees and future practitioners?
9. When and how are students/trainees made aware of the ethical implications of using AI?
10. When and how are students/trainees made aware of the patient safety implications of using AI?
11. Have you adjusted your fitness to practise procedures to take account of the potential impact of AI on safe and ethical practice?