

Let's  
talk...



# The National Education and Training Survey 2020

NETS Communications Toolkit for Students



# Let's talk...

## ... about your placement experiences

First off, a huge 'thank you' for the commitment you've shown to the NHS over the past few months. We know many of you have been fast tracked to the front line to help, support and work alongside doctors, care givers and other professionals during the ongoing pandemic.

It's one of the reasons why we want to hear your views about your experiences while on placement by taking the National Education and Training Survey 2020 (NETS). It's the only national survey of all healthcare trainees and students across all clinical learning environments.

Importantly, it represents an opportunity to let us know how the past few months have been for you on placement – and if you feel the pandemic has impacted on the quality of your training.

What have we got right? What have we got wrong? And what more can we do to support and improve your learning journey? Whether you're a medical/dental trainee or a healthcare student, we want to hear your views. The survey only takes 6-10 minutes to complete but your input will help change the NHS for the better over the weeks, months and years ahead.

At Health Education England (HEE), our job is to support your education and training. We do that by ensuring all students and trainees have access to high-quality clinical placements.

That is why it's so important that we hear from you and your experiences in

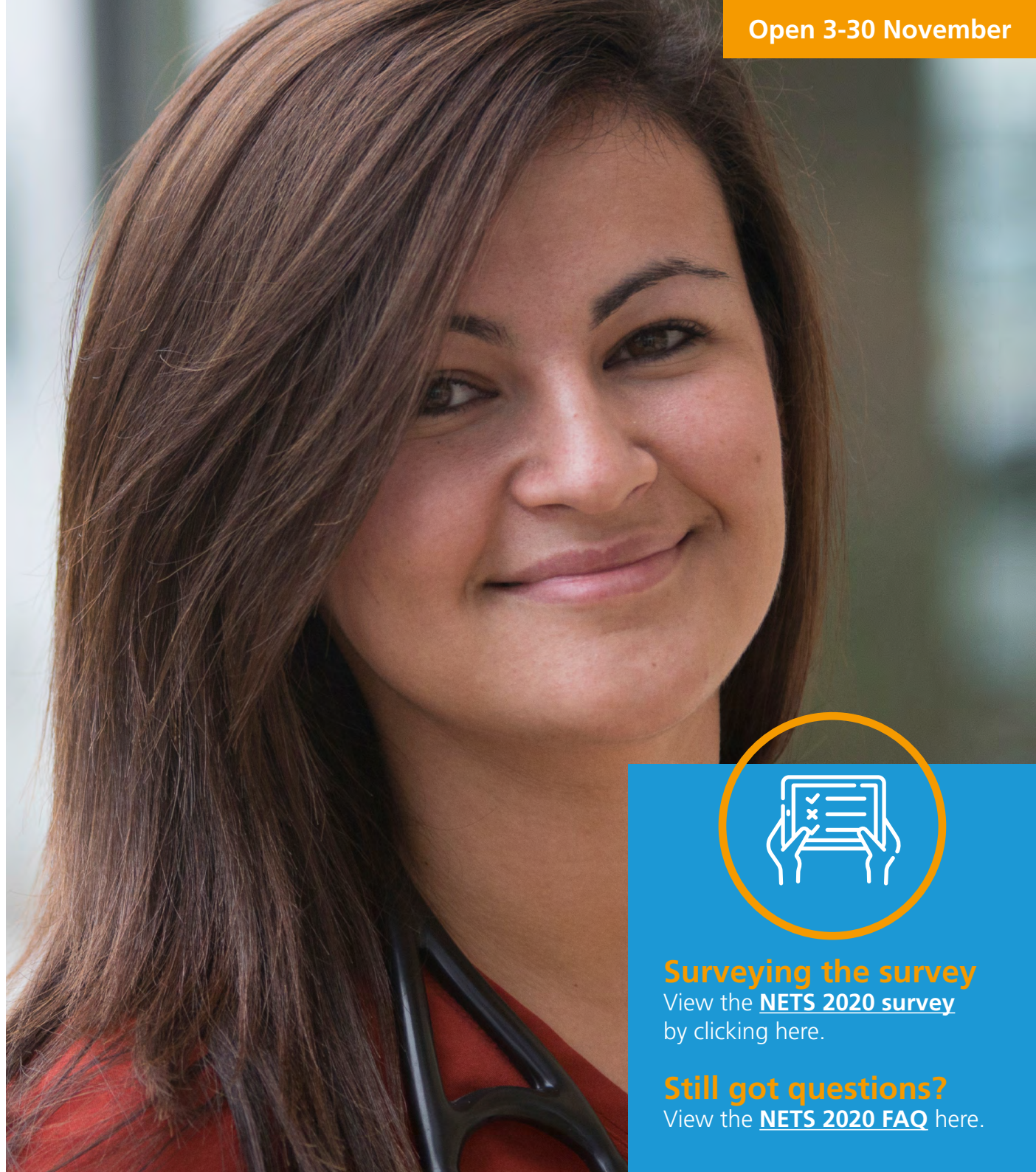
the National Education and Training Survey (NETS). The NETS is the only national survey open to all students working across all clinical environments.

The survey is your opportunity to tell us what has worked well and what could be improved. The survey only takes 10 minutes to complete and your experiences will help to shape education and training for current and future cohorts of students.

This has been a challenging year for many, and you may have stepped into a new clinical environment during a pandemic surge. It is important that we understand your experiences during this time and if you feel the pandemic has impacted on the quality of your training.

Please ensure your voice is heard by completing the NETS.

**Your** voice.  
**Your** survey.  
**Improving** your training.



**Surveying the survey**

View the [NETS 2020 survey](#) by clicking here.

**Still got questions?**

View the [NETS 2020 FAQ](#) here.

# How NETS 2020 Works

**The NETS is quick and simple to complete online, and features:**

- 24 questions focusing on your experiences in Induction, Clinical Supervision, Facilities, Learning, Opportunities and Teamwork.
- The ability for you to share comments on your clinical placement experience.
- Requires only 10 minutes to complete.
- Open from 3-30 November 2020.

## Your Privacy: Protected

We want your honest views on the service and education you've received so far; it's why all individual responses to the survey are confidential.

The only exception? If a serious concern is highlighted in one of your answers that may pose a risk to your health and safety, we will approach your education/placement provider so they can immediately reach out and help you. Remember too that you can always report any ongoing concerns you may have directly to your placement or education provider.



## Who runs NETS?

The survey is commissioned and managed by Health Education England. Learn [more here](#)

# Student Stories

## Harley Timberlake

*Student Operational Department Practitioner*

### 1. Please tell us about your placement experience

As a student Operational Department Practitioner, my placements are based in the operating department and include scrub, recovery and anaesthetics. I had previously worked as a healthcare assistant in theatres and was inspired by the ODPs I worked with to undertake my own training.

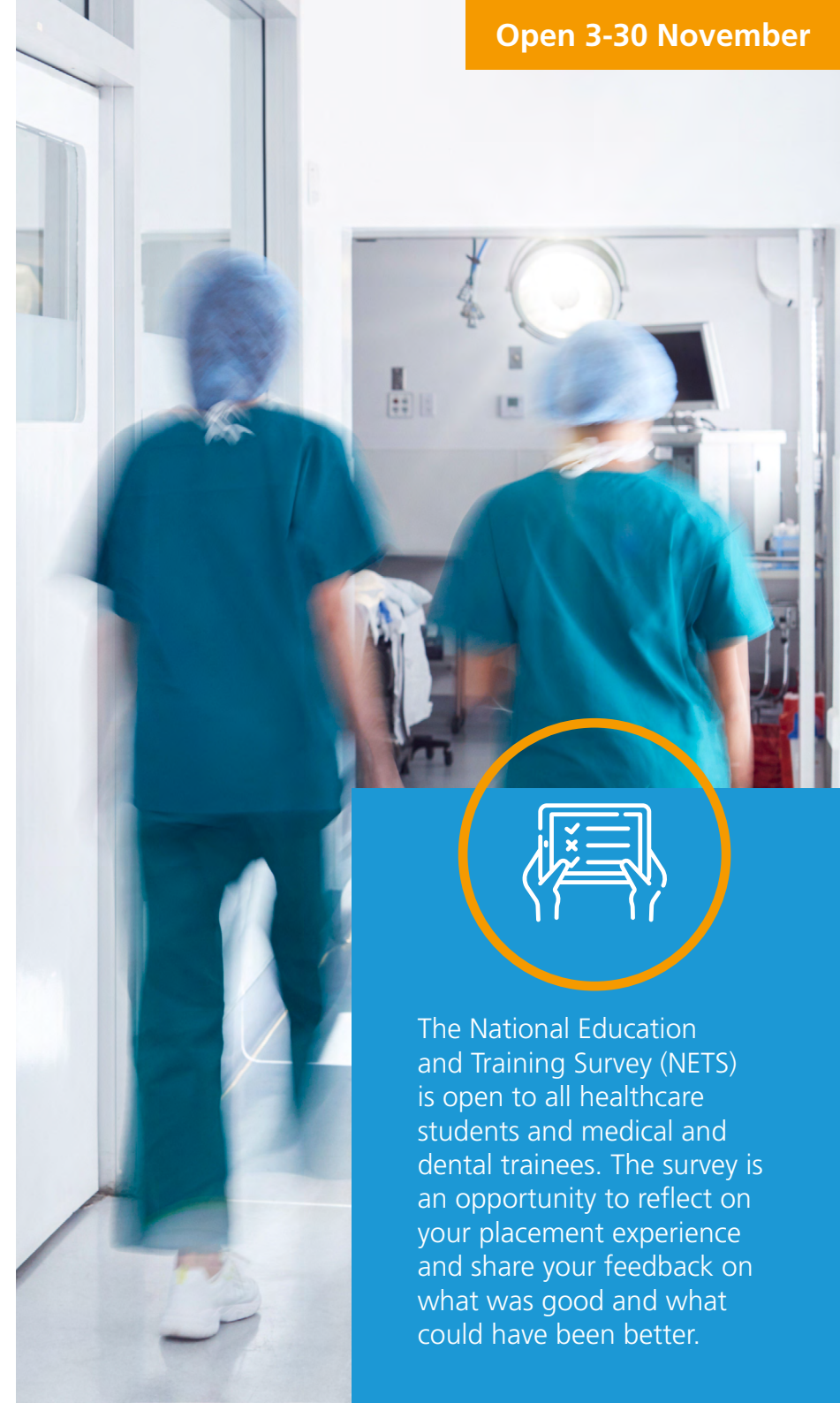
A vast majority of my placement experience has been overwhelmingly positive. I have had the pleasure of working with excellent mentors who were always willing to share their knowledge and expertise with me. My mentors went above and beyond by teaching me practical skills, helping me with exam revision and pointing out instances that made for good reflective learning, a process which was entirely new to me.

I was welcomed into a hospital I had never worked at before with open arms and immediately felt like I was part of the team, which was very encouraging for a new student.

As my placements have continued, I have been supported not only by my mentors but by other members of staff and driven forward by the excellent feedback I have received.



The National Education and Training Survey (NETS) is open to all healthcare students and medical and dental trainees. The survey is an opportunity to reflect on your placement experience and share your feedback on what was good and what could have been better.



# Student Stories

## Harley Timberlake

*Student Operational Department Practitioner*

### 2. What has been the best part of your placement learning experience so far?

The best part of my placement experience has been getting to learn about anaesthetics, an area I previously had minimal understanding of. I was fully supported in my learning and my mentor took the time to break everything down to the basics for me to create a solid foundation for my learning.

### 3. What has been the most challenging part?

The most challenging part of my experience was learning how to balance a full-time working week alongside university assignments and personal commitments. This takes a lot of self-discipline and there are support services available provided by my university.

### 4. What do you think makes a good placement?

I think a good placement needs a mentor that the student can rely on to openly communicate and share information with them. Feedback needs to be freely given for students to learn and adapt their practice.

### 5. Why do you think it is important for healthcare students to share their placement experience?

The staff on placements and the universities themselves may hear the student perspectives, however these may not marry up due to relations with that particular placements or due to the different placement experiences within courses. One student perspective from one healthcare course does not bring with it the full picture, to enable a bigger picture to be built up many perspectives from many different courses are required. The bigger picture can then be used to improve placement provision and thus student experience, benefiting all parties.



### More student stories



**Lucille Edith Marshall**  
*CT2 Psychiatry*



**Mae Morgan**  
*MN Adult and Child Nursing*



**Dr Thomas Mackrell**  
*General Practice Vocational Training Scheme*



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# Student Stories

## Isabel Taylor-Gallardo

*Physiotherapy*

### 1. Please tell us about your placement experience

I have recently finished a placement in musculoskeletal physiotherapy that took place virtually with Connect Health for six weeks. This was a brilliant learning opportunity regarding the possible future of the profession in relation to working remotely and using technology for virtual consultations with patients.

Throughout the placement, I took patients assessments over the phone, using a SOAP format for my notes, and I saw a wide range of MSK conditions. By determining a differential diagnosis through the questions, I asked, I formulated patient-specific management plans with exercises as well as advice using the online tool Physiotrack. One patient I spoke to who had been suffering from chronic pelvic pain felt they had not been taken seriously by their GP, but by self-referring themselves to this MSK service they felt they had taken control of their own health and wellbeing, and they expressed relief once my educator and I decided to refer them to women's health to speak to a specialist physiotherapist. In the meantime, we sent them a pregnancy belt and gentle exercises for pain-relief. I vastly improved my clinical reasoning skills and subjective assessment as the virtual nature of the placement meant I was unable to do objective or manual tests. Hence by focusing on the what the patient said, I was able to understand what was important to them as well as what factors contributed to their pain, therefore looking at things from a biopsychosocial model.



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# Student Stories

## Isabel Taylor-Gallardo

*Physiotherapy*

### 2. What has been the best part of your placement learning experience so far?

The best part of the placement was using the information taken from the subjective assessment (symptoms, daily pattern, onset etc) to come to a differential diagnosis (if appropriate) and then inform and work with the patient for a possible management plan which could be sent to them via email, hence I felt the service was efficient as patients felt they were being listened to and helped promptly.

### 3. What has been the most challenging part?

The most challenging part was working with patients who were insistent on seeing a clinician in-person, despite covid-19 regulations only permitting this in very specific circumstances. Some patients did not feel they could get an accurate diagnosis over the phone hence wanted to have an objective assessment done.

### 4. What do you think makes a good placement?

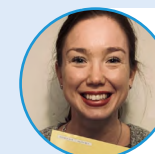
I think a supportive educator is crucial as they will enable the student to feel comfortable with asking questions which will help them to expand their knowledge and skills, and this is beneficial for the student and their patients. It is also great to have an educator who offers the student different experiences that they might not otherwise have, for example the chance to see a surgery, or an outlier patient presenting with a rare condition.

### 5. Why do you think it is important for healthcare students to share their placement experience?

To inform future students about what to expect before they begin their first practice placement, making them aware that they are going into the working world where they will take care of real patients hence they need to adapt by being professional and always ensuring they adhere to codes of conduct.



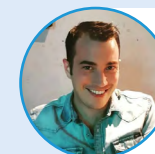
### More student stories



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# Student Stories

## Aadam Van Der Poll

*Physiotherapy Student*

### 1. Please tell us about your placement experience

The placement was a virtual one, MSK. It was really interesting seeing how we can help patients through technology. I'm personally a big fan of technology and to see this and physiotherapy come together was really amazing. Patients were both grateful and sometimes disappointed about this. Some patients liked the fact that they could be seen over technology and have their problems addressed. Others wanted face to face sessions and the physiotherapists had to explain to them why now it wasn't safe for them to have a face to face appointment. I had the opportunities to speak with patients myself and the experience was good. Helping others through a form I love i.e. technology really interested me and because of this I really enjoyed it.

### 2. What has been the best part of your placement learning experience so far?

The best part for me was helping others through a medium I really enjoy, I loved the challenge of trying to come up with a diagnosis without actually having the patient in front of me. It challenged me mentally and challenged my clinical reasoning thought process. The more challenging the patient the more I enjoyed working alongside them to help and support them.



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# Student Stories

## Aadam Van Der Poll

*Physiotherapy Student*

### 3. What has been the most challenging part?

Learning about all the things that need to be taken into account before making a decision on things like possible diagnoses and treatment plans. Another challenging part of this was the 3 Facebook live classes we had to do, doing this helped me face my fear of having to be in front of several people at the same time. Physiotherapists are always doing classes to many people at once and this is something I will need to do when I qualify.

### 4. What do you think makes a good placement?

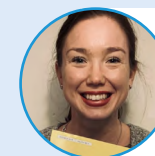
A good mentor and support team from the university, these 2 things are key to maximizing your learning. Its not all up to those 2 things though, the main thing that makes a difference between a good and bad placement is preparation before the placement, the better prepared you are like reading up about the placement beforehand, the better your placement will be.

### 5. Why do you think it is important for healthcare students to share their placement experience?

So that others learn from what went well and what went wrong, passing this knowledge on enables physiotherapists to become better and better as time goes on. Its not just about yourself its about the betterment of physiotherapy globally as a whole.



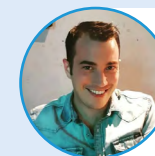
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# Student Stories

## Alice O'Hara

*Physiotherapy Student*

### 1. Please tell us about your placement experience

I was on a community neurology placement, my first placement of my final year. Unfortunately, one of my educators had to quarantine for 2 weeks on her return from a holiday due to the COVID-19 pandemic. I had been due to visit patients in their homes and start to take the lead with the assessment and treatment. Following discussion, a solution was found which encouraged me to step up in my learning and in my management of my patients. It was arranged for me to visit patients in the community with a laptop which allowed my educator to join me virtually via Microsoft teams. I ensured the laptop was placed in locations where my educator could view the patient and myself. When moving around the home with the patient to perform functional tasks such as walking up/down the stairs or bed mobility. Myself and my educator would always work together to analyze the patient's movement and ensure the best management strategy ensuring the patients safety. Our patients were still seen during her 2 weeks quarantine and my confidence grew exponentially in being able to lead with our patients.

### 2. What has been the best part of your placement learning experience so far?

The best part of my placement learning experience has been being able to take more of a leadership role within the community with supervision. Having my educator with me via Microsoft teams has given me more independence in a safe way.



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# Student Stories

## Alice O'Hara

*Physiotherapy Student*

### 3. What has been the most challenging part?

The most challenging part of my placement learning experience has been ensuring that my educator is able to see all parts of the session. It has been quite awkward finding a place or holding the laptop in the correct position for my educator to view a patient doing a functional task such as walking up the stairs. At all times we had to consider patient safety as well to ensure they were never at risk.

### 4. What do you think makes a good placement?

A good placement consists of multiple opportunities to meet and learn from other professions as well as your own profession. I believe this gives people an opportunity to think more holistically and realistically for the patient's benefit. I also believe that a welcoming, understanding team that are willing to make the student feel like they fit into the team makes a good placement.

### 5. Why do you think it is important for healthcare students to share their placement experience?

I believe it is so important for healthcare students to share their placement experience because it provides new students with an insight into what placement feels like. I remember as a new student feeling so anxious and scared of placement. Once I got onto placement, the realization that it is ok not to know everything straight away and that everyone is always learning something new regularly made me feel at ease.



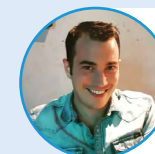
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# Student Stories

## Raquel Caninas de Freitas, Zoe Markham and Beth Hart

*MSc Occupational Therapy (pre-reg) University of Brighton*

### 1. Please tell us about your placement experience

We have felt the impact this pandemic has had on our studies however we were lucky that the University of Brighton offered alternative options for placements that were due to take place during lockdown. With a solution-focused mind-set that occupational therapists are often praised for, our university found a creative solution: a virtual placement linked with the university's midwifery department. Our intermediate placement was a fantastic interprofessional teamworking experience, in a role-emerging area for Occupational Therapy. The placement team was composed of the 3 of us (OT students), university OT tutors and a university midwifery tutor as well.

The goal of the placement was to offer an occupational therapy perspective on an innovative birth space, and the opportunity to design an interactive 'toolkit' which would offer key insights and recommendations using evidence-based learning.

Jo Gould, Senior Lecturer in Midwifery at the University of Brighton, had created a collaborative project between students in the midwifery and architecture departments to design an innovative birth space and we were going to be producing a resource for these students to use in the new year – a truly collaborative project.



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# Student Stories

## Raquel Caninas de Freitas, Zoe Markham and Beth Hart

*MSc Occupational Therapy (pre-reg) University of Brighton*

### 2. What has been the best part of your placement learning experience so far?

As occupational therapy students, this novel placement concept presented a variety of potential wins: the opportunity to push our understanding of the core values and process of service delivery; learn new skills within virtual team working; and develop a more comprehensive understanding of the values of our pedagogy. Critical reflection as part of the occupational therapy process became essential for our group to understand and explore different aspects of the birth space and develop our research. We were also able to promote the skills of occupational therapists, spread an awareness of our profession and demonstrate the adaptability of occupational therapists in diverse settings. We also managed to create a blog for the outcome of our placement which we are very proud of <http://blogs.brighton.ac.uk/thebirthspace/>, and write an article for the prestigious Occupational therapy news magazine published by the Royal College of Occupational Therapists.

### 3. What has been the most challenging part?

The most challenging aspects of this placement was; virtual group working whilst juggling a busy timetable of lectures, assignments and personal lives during a pandemic this meant that we were also working

at very unsociable hours, taking up weekends and evenings to get the work done which was difficult and we had to make sure we made time for ourselves, considering our wellbeing and mental health. Luckily, the three of us have worked together before (being part of the same problem-based learning group at university) so we were able to work well as a team, with the support and direction of our tutors.

### 4. What do you think makes a good placement?

Placements normally require a list of processes and paperwork completion so the outcomes are clear and easily accessible, but apart from all the bureaucracy of placements, in our view communication and support from educators is key and should be the priority focus upon induction or during the first few days of placement. A good team leader/manager should: prioritise getting to know the student to assess their strengths and challenges and acknowledge the best placement pathway for this student in terms of skillset. This was something that worked perfectly in this placement, there were 3 of us working as a team, each of us researched areas that we had an interest in and we discussed and managed the workload between us very successfully. In our opinion, this placement was a great example of successful teamwork and meaningful use of skillset as a group. The flexibility given by our tutors and educator in terms of allowing us to organize and manage our work individually was also important; we felt valued and trusted to do our best work and achieve the outcomes proposed.

# Student Stories

## Raquel Caninas de Freitas, Zoe Markham and Beth Hart

*MSc Occupational Therapy (pre-reg) University of Brighton*

### 5. Why do you think it is important for healthcare students to share their placement experience?

Sharing experiences is one of the best ways to reflect upon your work and acknowledge what can be worked on or achieved in future practice. It is important that when sharing experiences, evidence-based practices are included to validate and apply such suggestions to the appropriate client group. It is also crucial to understand other professional's points of view and practices and take value from service user's experiences. It gives us all different and creative ways of exploring placement options for the most suitable care, education pathway, teamwork and the opportunity for role-emerging areas to flourish and complement, in this case, the occupational therapy field. For the NHS, this could refer to addressing the fields that need more input from a diversity of health professionals such as the maternity care pathway that could benefit from more client-centred care during ante-natal, birth and post-natal care.



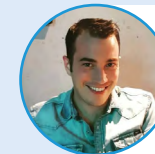
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# Frequently Asked Questions

**NETS**  
National Education  
and Training Survey

**NHS**  
Health Education England

## NETS FAQs

November 2020

### Trainees & Students

#### What is the National Education and Training Survey?

The NETS is the only national survey open to all health and care trainees and students across all clinical learning environments.

The survey gathers opinions from students about their time in clinical placements, asking them to provide feedback on what worked well and what they think could be improved.

#### Who runs the NETS?

NETS is commissioned and managed by Health Education England (HEE).

#### Why is the NETS conducted?

The NETS is conducted bi-annually to provide a unique source of multi-professional trainee and student feedback. The survey results offer HEE Quality teams, universities, colleges and healthcare placement providers an additional insight into the quality of the clinical learning environment.

#### What will I be asked?

The NETS asks 24 questions, relating to six aspects of student experience in the clinical learning environment (Induction, Clinical Supervision, Facilities, Learning, Opportunities and Teamwork). You will have the opportunity to share positive and/or negative free-text comments.

[The NETS questionnaire can be found here.](#)

#### Do all students answer the same questions?

All students will answer the same questions to provide a multi-professional insight into the clinical learning environment.

#### Why should I complete the NETS?

At Health Education England (HEE), our job is to support you to deliver excellent care to patients by ensuring that you are supported to work in a safe clinical environment. We do this by working with universities, colleges and health and care placement providers to ensure that key requirements, such as good induction programmes and clinical supervision, are in place and available to all trainees and students.

You know the clinical learning environment in which you work and train better than anyone else and your feedback is important in identifying when things are working well and when they could be better. During the current COVID-19 pandemic, you may be undertaking a clinical placement during a pandemic surge. It is important that we understand the impact of the pandemic on your education and training in order to identify how we can support all students and trainees during this challenging time and beyond.

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Feedback from trainees and students is vital in understanding the standards of care provided to patients.

#### How long does it take to complete the NETS?

The survey usually takes between 10 – 15 minutes to complete. You have the flexibility to pause and return to the survey later, if helpful. If you opt to save your progress and return to the survey later, you will be asked to confirm your name and a contact email address. This will trigger an automated email containing a unique link to access your saved progress and complete the survey.

#### Who is eligible to complete the NETS?

All undergraduate and postgraduate trainees and students undertaking a clinical placement as part of their education and training programme are eligible to complete the survey. This includes all medical and dental trainees and healthcare, social work, medical and dental students.

If you are unsure if you are eligible to complete the NETS, please contact the National HEE NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

#### How can I access the survey?

The NETS is available online via a secure survey platform called SmartSurvey. The survey opens on 3 November and will remain open for four weeks until 30 November.

The NETS will be shared with postgraduate medical and dental trainees via the HEE Trainee Information System (TIS). HEE are working in partnership with the NHS Business Services Authority (NHSBSA) to share the survey with pre-registration students studying on healthcare, medical, dental and social work courses in receipt of an NHS Bursary, Social Work Bursary or the Learning Support Fund.

Medical and Dental Trainees – If you have not received an email invitation to complete the NETS, please contact the National HEE NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

[Healthcare and Social Work Students. You can access the survey here.](#)

#### Where did you get my contact details, and how are they stored?

The HEE Trainee Information System (TIS) is a national information system underpinning the management and administration of postgraduate medical and dental training. This system contains contact details for medical and dental trainees. This information is stored securely and only used to support the management and administration of postgraduate medical and dental training.

HEE are working in partnership with the NHS Business Services Authority (NHSBSA) to share the survey with pre-registration students studying on healthcare, medical, dental and social work courses in receipt of an NHS Bursary, Social Work Bursary or the Learning Support Fund. Student contact details are not shared with HEE.

The NETS contains an option for students to share a contact email address and provide consent for HEE to contact them for the purpose of education, training and quality management. This may include HEE contacting health and care students with invitations to join student focus groups and webinars. This is entirely optional with any collected email addresses stored in the HEE Data Warehouse in line with organisational information governance and records management policies.

#### Will my responses be confidential?

The survey respects the privacy of those taking part with individual responses confidential unless a serious concern, such as a risk to student or patient safety, is identified.

Please note that any instances of bullying or harassment or student/patient safety concerns in your placement should be

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reported to your supervisor, line manager or other senior colleague in your placement as soon as possible. Your placement provider will have policies in place to review and act upon any concerns. If a serious concern is identified in the survey, HEE will disclose personal identifiable information (name, programme title/ placement location and email address) to education and placement providers to allow immediate action to be taken.

#### What do you mean by placement provider?

A placement provider is the organisation delivering the practical, clinical element of your training programme. This may be the hospital or community setting where you are training and completing work based and competency assessments.

#### I completed the survey last year. Why am I being asked to complete it again?

The NETS runs twice each year in June and November. This provides a regular source of multi-professional student feedback that forms a part of HEE's approach to monitoring the quality of clinical placements.

#### I have tried to complete the survey online, but I am experiencing an issue. How do I resolve this?

Please contact the National HEE NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

#### Can I change or withdraw my survey responses?

Yes. Please contact the National HEE NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

#### How can I be sure that my concerns expressed in the survey are acted upon?

The NETS results are analysed by HEE Quality teams and education and placement providers to ensure all concerns are identified, reviewed and, where appropriate, acted upon. This information forms a part of HEE's approach to the monitoring of clinical placements and will be used to develop remedial action plans in partnership with education and placement providers.

For an immediate response, we would urge students to raise any concerns directly with their placement provider and/or university or college.

#### How can I access the results?

An aggregated version of the NETS results will be available on the HEE website in December 2020. The results will be presented in a bespoke NETS Reporting Tool. The survey respects the privacy of those taking part with a publication threshold of three responses in an individual placement learning environment.

[A walkthrough of the NETS Reporting Tool can be found here.](#)

#### FAQs for Medical and Dental Trainees

I am a postgraduate medical/dental trainee, but I did not receive an email invitation to complete the survey. How can I access the email invitation?

The NETS will be shared with postgraduate medical and dental trainees via the HEE Trainee Information System (TIS). This email invitation contains a personalised link to the survey prepopulated with your training programme and placement information.

If you have not received this email invitation, please check your email spam folder. If you have not received an email invitation by 6 November, please contact the HEE National NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

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I am a postgraduate medical/dental trainee and the prepopulated information in the survey is incorrect. How can I update this information?

The prepopulated information (training institution, training programme, level of study, placement location and placement provider) has been collated from the national HEE Trainee Information System (TIS). This data was accessed on 2 November to ensure it is as accurate and up-to-date as possible.

If any of this information is incorrect, please contact the HEE National NETS Project team at [net@hee.nhs.uk](mailto:net@hee.nhs.uk).

#### I am already on placement; do I complete the NETS and my university placement evaluation?

Yes. Placement evaluations are essential for your education and placement provider to gain feedback regarding the delivery of programmes in clinical practice settings, these should be completed as required by your education provider.

#### FAQs for Pharmacy Trainees

I am a Pharmacy trainee, what options should I select for the training institution and level of study questions when completing the survey?

When asked 'What is the name of your training institution (i.e. college or university)?', please select 'HEE Pharmacy School'.

In response to the question 'What is your level of study?', please select 'Further Education'.

We appreciate the further education option does not truly reflect your level of study however this is the most appropriate option available within the system at this time. We are actively working to improve the options available in the system in advance of the next launch of the survey in 2020.

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