Introduction

At VetEd 2016 we presented preliminary data relating to relative responsibilities (student or School) for 14 aspects relating to transition into /through the programme. We have now run the “Managing Expectations” questionnaire over 4 academic sessions (BVMS years 1, 3 and 5) and held focus groups to explore emerging themes.

Areas of general agreement/consistency (mean scores):

**Engagement Q 2, 8 and 12**
- monitoring activity – shared (2.5-2.9)
- monitoring attendance – student (3.8-4.1)

**Personal Support Q5, 7 and 11**
- warm supportive environment is important for students (1.6-1.7) staff significantly more ambivalent (2.1)
- timing of student/mentor meetings - shared (2.8-3.2), staff indicated counselling/ support beyond their remit (3.4)

**Course Support Q1, 4 and 6**
- Relating to regulations, assessment and progression tended towards school responsibility; access to university services considered student responsibility

Areas of disagreement/change (mean scores):

**Skills Development Q9 and 10**

Focus Group discussion suggests reason is EMS – expectations versus reality of EMS experience shifts expectation of school provision of opportunities

**Knowing when to be where Q3**
- BVMS 1 view as shared (3.3), BVMS 3 and 5 view as school (2.3-2.5), Staff view as student (4.0) – discrepancies in information sources/last minute changes

**Feedback Q 13 and 14**
- Student expectations of feedback (2.1-2.4) higher than staff (3.6)

Next Steps:
- Support students/providers to maximise EMS opportunities
- Provide greater guidance and/or clarity on:
  - feedback, role of mentor etc.
- Improve timetable accuracy!