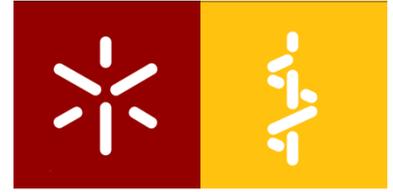


INTEGRATED MASTER IN MEDICINE



University of Minho
School of Health Sciences

2016 – A SNAPSHOT

EVALUATION OF THE ACADEMIC YEAR 2015-2016

UNIVERSITY OF MINHO
School of Health Sciences
Medical Education Unit

Scope

The present annual *snapshot* summarizes evaluation information relative to the 2015-2016 edition of the high school and of the graduate entry tracks of the undergraduate medical degree of the School of Health Sciences of the University of Minho (ECS-UM). The *snapshot* comprises student academic performance, student evaluations of the undergraduate medical degree (curricular units, faculty and clerkships) and a socio-demographic summary of the newly admitted students. The data are derived from Minho's Longitudinal Research and Study (ELECSUM) and from student responses to quality evaluation surveys.

The *snapshot* is one instrument within the evaluation system of Minho's undergraduate medical program, set in place to enable continuous monitoring and improvement. It also contributes to the degree's accountability before the general public, health care system, current and prospective students. It is developed by the Medical Education Unit (MEU). The *snapshot* is distributed to the School's External Advisory Committee, to faculty members and to the student body of the School of Health Sciences, before public release.

Snapshot Index

Contents

1. Study plans.....	7
2. Student evaluations	9
3. The graduate entry track.....	9
Selection Process.....	9
Applicants and entrants	10
Academic Performance.....	10
4. High school entry track.....	10
5. High school entry track: retrospective descriptive analysis of student socio-demography.....	12
Applicants.....	12
New students.....	12

Tables

Table 1: Study plan: Graduate entry	7
Table 2: Study plan: high school entry.....	8
Table 3: Previous degrees of the graduate entry students	9

1. STUDY PLANS

In 2015-2016, the undergraduate medical degree of the University of Minho, offered two parallel tracks. A 6 year program for students entering through the Portuguese National Admissions to Higher Education Process (5th edition of the 2010 study plan) and a 4 year program for students with a previous degree entering through the special admissions process defined by the school (5th edition). The graduate entry track credits student previous academic accomplishments with the 120 ECTS corresponding to the initial 2 years. The two programs have in common the course “Introduction to clinical medicine” and the Degree’s full clinical program of the last 3 curricular years. In 2015-2016, there were 18 positions available for new students. The study plans are presented below.

Table 1: Study plan: Graduate entry

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS
1st year	CBB / SC-CSH / P / C	Various	60
		TOTAL	60
2nd year	CBB / SC-CSH / P / C	Various	60
		TOTAL	60
3rd year	C CBB / P SC-CSH	Introduction to Clinical Medicine	10,5
		Foundations of Medicine	45
		Community Health, Human and Social Science	4,5
		TOTAL	60
4th year		Degree in Medical Basic Sciences	180
		The same as the original track	60
		TOTAL	60
5th year		The same as the original track	60
		TOTAL	60
6th year		The same as the original track	60
		TOTAL	60
		Integrated Master in Medicine	360

ECTS - European Credit Transfer Units
 C - Clinical; CBB –Biological and Biomedical Sciences;
 SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Table 2: Study plan: high school entry

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS
1 st year	CBB	Introduction to the Medical Degree Course	4
	CBB	Molecules and Cells	24
	CBB	Functional and Organic Systems I	25
	SC-CSH	Training in a Health Centre	1
	SC-CSH	First Aid	1
	CBB/SC-CSH/P/C	Option Project I	4
	SC-CSH	Vertical Domains I	1
TOTAL			60
2 nd year	CBB	Functional and Organic Systems II	26
	CBB	Functional and Organic Systems III	23
	SC-CSH	Family, Society and Health I	4
	CBB/SC-CSH/P/C	Option Project II	6
	SC-CSH	Vertical Domains II	1
TOTAL			60
3 rd year	P	Biopathology and Introduction to Therapeutics	43
	SC-CSH	Introduction to Community Health	4
	C	Introduction to Clinical Medicine	10,5
	SC-CSH	Follow-up of a Family II	1,5
	SC-CSH	Vertical Domains III	1
TOTAL			60
Degree in Medical Basic Sciences			180
4 th year	SC-CSH	Health Centre Residency I	8
	C	Medicine I Residency	17
	C	Maternal and Child Health Residency	17
	C	Clinical Neurosciences	10
	C/P/CBB	From the Clinic to Molecular Biology I	3
	CBB/SC-CSH/P/C	Option Projects III	4
	SC-CSH	Vertical Domains IV	1
TOTAL			60
5 th year	SC-CSH	Health Centre Residency II	13
	C	Surgery Residency	18,5
	C	Medicine II Residency	16
	C	Optional Residencies	8,5
	C/P/CBB	From the Clinic to Molecular Biology II	3
SC-CSH	Vertical Domains V	1	
TOTAL			60
6 th year	SC-CSH	Health Centre Residency III - Final Training	10,5
	C	Hospital Residencies – Final Training	39,5
	C/P/CBB	From the Clinic to Molecular Biology III	3
	CBB/SC-CSH/P/C	Option Projects - Final Training	7
TOTAL			60
Integrated Master Program in Medicine			360

ECTS – European Credit Transfer Units

C – Clinical; CBB – Biological and Biomedical Sciences; SC-CSH – Community Health and Human and Social Sciences; P – Pathology

2. STUDENT EVALUATIONS

The student contribution to the evaluation of the degree includes responding to evaluation surveys developed, administered and collected in paper by the MEU, through a process described in this *snapshot's* appendix. Student participation in this academic year was heterogeneous. Answer rates for 14 of curricular units were higher than 70%, 14 between 50% and 70% and 8 less than 49%.

3. THE GRADUATE ENTRY TRACK

Selection Process

The 2015-2016 graduate entry track selection process to the 18 places was identical to the previous year and included 4-steps: (1) administrative selection - mandated the delivery of a set of certificates, which included holding a previous degree with a final graduation grade point average equal or above 14/20 points; (2) written examination of knowledge – a Basic Sciences Admission Test with 100 multiple choice questions on biology, mathematics, chemistry and physics; (3) the Assessment fo Transversal Skills (ATS) – a Multiple Mini-interview like exam (OSCE-type) series of 10 stations, intended to assess personal attributes and soft skills; (4) analysis of *curricula vitae*. The selection tools were developed in Minho by a team of faculty with expertise in assessments. The ATS blueprint was identical to the previous year. In the 4th edition of the ATS in Minho, there were 17 examiners, all were ECS staff. When asked to state their preference between the format “Classical interview” and “Multiple Mini Interview”, 21 (75%) of the responding applicants stated a preference for MMIS.

Even though the selection is opened to graduates in any field, the degrees of registered Minho's graduate entry students are mostly in the health sciences.

Table 3: Previous degrees of the graduate entry students

	N	%
Nursing	15	18%
Veterinary Medicine and Dental Medicine	4	5%
Clinical analysis, Pathology Anatomy and Physiotherapy	16	19%
Biology, Biochemistry and Biomedical	26	31%
Pharmaceutical Sciences and Nutrition	18	21%
Others	6	7%

Applicants and entrants

In 2015-2016, there were 203 applicants to the graduate entry process (11 applicants/place). The top-scoring 28 students were admitted to the MMIs. The averages and standard deviations in the components were: i. Basic Sciences Admissions test 5.20 ± 2.61 ; ii. Assessment for Transversal Skills: 11.58 ± 2.05 ; iii. Curricula vitae: 6.94 ± 4.54 .

In what concerns the socio-demography of the 18 new students selected, 50% applied to the University of Minho as their first option (56% in the previous year). 31% also applied to other medical schools. Ages varied from 21 to 39 (mean 26.48; SD 5.50) and 78% of the students were female. Amongst the reasons that influenced all the students to choose ECS-UM were: the geographical proximity (25%) and the quality of learning/teaching process (23%). The majority of students originated from the districts of Braga (44%) or Porto (25%). For 56% of the students, entering the ECS-UM medical degree implied moving away from home. 19% of the students hold a master degree and 6% were PhDs.

Academic Performance

The highest failure rate (11%) was registered for the curricular unit "Foundations of Medicine" which corresponds to 45 ECTS. Concerning performances in the unit "Introduction to Clinical Medicine", 17 new students (94%) completed the course assessment program. For the whole group of students (alternative and original track) the failure rate was 7%. In summary, the vast majority of the new students successfully completed their year 1 which suggests that the selection process and the course "Foundations of Medicine" prepared these students to succeed academically in the course Introduction to Clinical Medicine, with a level of scientific preparation comparable to that of the third year students on the 6 year program. In 2016-2017, these students will converge with the 4th year of the original track.

4. HIGH SCHOOL ENTRY TRACK

The 2015/2016 experience in terms of student performance and student evaluations were overall identical to the previous year. Within the 6 year program, some courses experienced drops in failure rates equal or above 5% - Functional and Organic Systems III, Clinical neurosciences and From Clinical to Molecular Biology, and Health Centre Residency II.

The highest student failure rates prevail in the Year 1 course Functional and Organic Systems I (13% in 2014-2015 and 19% in 2015-2016).

The average of student response rates to the evaluations questionnaires were 54%. There were 26 units in a total of 36 considered globally "excellent" by over 75% of the respondents. The average of student response rates to the evaluations questionnaires were 54%. The courses Health Centre Residency I and Surgery Residency received appreciations superior in at least ten perceptual points relatively to the previous year. The courses which received appreciations lower in at least

ten perceptual points relatively to the previous year were Introduction to the Medical Degree, Introduction to Community Health, From Clinical to Molecular Biology I, II and III, Maternal and Child Health Residency and Hospital Residencies – Final Training.

5. HIGH SCHOOL ENTRY TRACK: RETROSPECTIVE DESCRIPTIVE ANALYSIS OF STUDENT SOCIO-DEMOGRAPHY

Applicants

In 2015/2016, there were 1134 applicants to the undergraduate medical degree of ECS-UM for the national admissions process (“Concurso Nacional de Acesso”, approximately 9 applicants/available place)¹. There is no public available information on the remaining special admissions processes (“Regimes Especiais de Acesso”).

New students

123 students were admitted through the National Admissions Process (contingents: general n=118, handicapped n=0 and islands/immigrants n=5). The University of Minho was the 1st option for 54% of these students (57% in the previous year). Admissions grade point averages (GPAs) varied from 166.30 (other contingents) to 196.50 (general contingent) (M 185.25; SD 4.44) in a scale 0-200. The lowest admission grade for the general contingent (M 185.93; SD 2.98) was 183.20 (186.25 in 2001-2010 and 184.48 in 2010-2015). The admissions GPAs show no further significant differences from the previous years. 3 students were admitted through Special Admissions Processes (Portuguese speaking African countries).

The socio-demography of the 126 new matriculants in 2015-2016, overall, was similar to the previous years. 58% of the students studied in public high schools and 87% were first time college students. Student ages varied from 17 to 20 (mean 18.43; SD 0.56). 76% of the students were female. The retrospective analysis reveals that the factors that have influenced students to choose the ECS-UM have remained quite stable across time. 78% of all students referred geographical proximity (it was the most influential for 42%). This might explain why only 18% students originate from districts in the country other than Braga (47% of matriculates) and Porto (35%). Nevertheless, 53% of the students left their family homes. More detailed information can be found in the appendix “Students admitted/registered”.

¹ Source: DGES: (accessed 20 september, 2015)



APPENDIX

AUTUMN 2016 – A SNAPSHOT

ASSESSMENT OF THE ACADEMIC YEAR 2015/2016 AT THE ENTRANCE OF
2016-2017

Appendix Index

Contents

Information referred in the main document	17
Student evaluations	19
Student evaluations (se): brief description of the process.....	21
Distribution of student performance	25
Student evaluations: response rates by curricular unit	26
1 st year	27
2 nd year.....	37
3 rd year	45
4 th year	55
5 th year	65
6 th year	75
Students admitted/registered 2015-2016	83
Purpose	85
Organization.....	85
Reference sample: registered students.....	86
Results.....	87
A. Admitted students	87
B. Registered students.....	88

Figures

High school entry

Figure 1: Student option for SHS/UM: all NAP contingents (The SHS/UM was my # option)	88
Figure 2: Student option for SHS/UM: NAP general contingent (The SHS/UM was my # option)	88
Figure 3: Type of secondary school attended in the 12 th grade: all contingents	89
Figure 4: Type of secondary school attended in the 12 th grade: general contingent	90
Figure 5: Student Gender.....	90
Figure 6: Student nationality	91
Figure 7: District of origin	92
Figure 8: Student admission: moving away from the family home (study in SHS/UM meant I had to leave the family home).....	92
Figure 9: Student registration in higher education: 1st time	93
Figure 10: Student employment status on admission	95

Graduate entry

Figure 11: My previous degree was my # option.....	97
Figure 12: Medical Degree: When admitted to the previous degree, Medicine was my # option	97
Figure 13: Student option for SHS/UM: The SHS/UM was my # option.....	98
Figure 14: Present year: The student applied to other medical degrees.....	98
Figure 15: Student admission: moving away from the family home (study in SHS/UM meant I had to leave the family home).....	99
Figure 16: Student Gender	100
Figure 17: District of origin	101
Figure 18: Type of secondary school where the student completed the 12th year: all contingents	101
Figure 19: Student employment status on admission	103

Tables

Table 1: Population totals used in representativeness calculations across the document.....	86
Table 2: Admitted students: all	87

High school entry

Table 3: Grade point average: general contingents	89
Table 4: Grade point average: other contingent	89
Table 5: Student age	91
Table 6: Factors that influenced student decision to choose the medical degree	93
Table 7: Factors that influenced student decision to choose SHS/UM.....	94
Table 8: Student educational background on admission	94
Table 9: Student educational background on admission (before and after the SAPG).....	94
Table 10: Student father educational background.....	95

Graduate entry

Table 11: Admission Process: all registered students	96
Table 12: Information about previous degrees.....	96
Table 13: Factors that influenced student decision to choose the medical degree	99
Table 14: Factors that influenced student decision to choose SHS/UM.....	99
Table 15: Student age	100
Table 16: Student educational background on admission	102
Table 17: Previous Track.....	102

INFORMATION REFERRED IN THE MAIN DOCUMENT

The Snapshot's Appendix presents the corresponding academic year's final scores distributions and the results of student evaluations, for the curricular units of the undergraduate medical program of the School of Health Sciences of the University of Minho (ECS-UM). A retrospective comparative socio-demographical analysis since 2001 is also included.

Typically, an individual student final academic performance combines performance in written assessments administered in different points in time, such as modular or end-of-year written tests, skill examinations and attitudinal observations. How partial performances combine to produce the final performance in each curricular unit, is defined in the corresponding assessment methodologies agreed within the first two weeks of the academic year. All marks inserted in the Longitudinal Study of the School of Health Sciences of the University of Minho (ELECSUM). The performance boxplots in this appendix are computed from the ELECSUM database.

As to the student course evaluations, the appendix presents the instruments, the process and the results for the present and former years. The process was designed in 2006 by the Scientific Council of ECS-UM and is under the coordination of the Medical Education Unit (MEU). The process is systematic and originates results that are an important part of the multidimensional internal quality evaluation mechanisms of the ECS-UM's undergraduate medical program.

In addition, the appendix includes descriptive elements about the socio-demography of this year's entering class and a comparison with previous cohorts. The information is collected with surveys that students respond to voluntarily during students' first week in the medical school and the data are stored in the ELECSUM's secure database. Informed consent is collected to collate the data to the Longitudinal Study of the School of Health Sciences of the University of Minho.

STUDENT EVALUATIONS

Student evaluations (se): brief description of the process

Student evaluations are obtained through a systematic process and use questionnaires adapted to the ECS-UM approved by the School's Scientific Council in 2006 (summarized in table 1). The questionnaires are administered by the Medical Education Unit (MEU) that also manages the Student Evaluations of Teaching (SET) process and helps facilitate appropriate interpretations of SET figures. The questionnaires are typically applied within the 2 weeks following the end of a curricular unit. The questionnaires are used in Portuguese, therefore translations were developed for the purpose of inclusion in this appendix. There are specific questions used for distinct purposes:

1. "Overall Evaluation": of the general dimensions that all the curricular units should abide to; each student fills one questionnaire/curricular unit; includes the same 12 items (except for specific courses where some items do not apply);
2. "Evaluation of the Teaching and Learning Methodology": in years 1-3 for all courses that are primarily taught by ECS-UM's faculty and make use of the methodology of "objective structured modules" adopted by the medical school, each student fills one form/curricular unit; includes 10 items;
3. "Evaluation of Academic Faculty": on individual ECS-UM's faculty of all curricular units; each student fills one form/faculty - the global scores presented in this snapshot are computed for every faculty of the corresponding curricular unit and the individual scores are communicated to each faculty and the corresponding unit coordinator; includes 8 items;
4. "Evaluation of Clinical Tutors/Services": on individual clinical tutors in the affiliated Health Care Institutions, applied exclusively to courses with clinical attachments (from the 3rd to the 6th year); each student fills one form/faculty - the global scores presented in this snapshot are computed for every faculty of the corresponding curricular unit and the individual scores are communicated the unit supervisor; includes 10 items;
5. "Evaluation of Option Projects": used on all the elective curricular units of the medical degree; includes 8 items.

ITEMS FOR THE OVERALL EVALUATION

Curricular Unit (nuclear items)

1	I understood the learning objectives
2	The contents were delivered in accordance with the learning objectives
3	I have gained/developed abilities that I consider useful
4	The workload was appropriate to the time available for learning
5	The assessment process was coherent with the objectives
6	I was appropriately supervised in my learning process
7	The activities were well organized
8	The available resources were appropriate
9	My previous training prepared me adequately for this curricular unit
10	Globally, I consider the faculty is excellent
11	Globally, I consider the curricular unit is excellent
12	Globally, the curricular unit promoted my personal development

First Aid (nuclear items)

1	I understood the learning objectives
2	The contents were delivered in accordance with the learning objectives
3	I have gained/developed abilities that I consider useful
4	The workload was appropriate to the time available for learning
5	The assessment process was coherent with the objectives
6	I was appropriately supervised in my learning process
7	The activities were well organized
8	The available resources were appropriate
9	I have been provided with a sufficient number of activities to practice skills
10	My previous training prepared me adequately for this curricular unit
11	Globally, I consider the curricular unit is excellent
12	Globally, the curricular unit promoted my personal development
13	I am prepared to provide first aid care in case of need

Items for the Evaluation of the Teaching and Learning Methodology in years 1-3

Phase 1	1	Contributed to clarify the objectives
	2	Allowed the reactivation of prior knowledge
Phase 2	3	The time provided was sufficient
	4	The activities were important to the learning process
Phase 3	5	I was stimulated to share what I learned
	6	Provided an opportunity for a self-assessment relatively to the learning objectives
Phase 4	7	Contributed to overcome some of my previously identified learning gaps
	8	The faculty were available
Phase 5	9	The time provided to complete the examinations was appropriate
	10	The examinations reflected the learning objectives

Items for the Evaluation of Faculty

Faculty

1	The faculty is knowledgeable in the concepts and phenomena implied in the learning objectives
2	The faculty arrives on time
3	The faculty aids in the identification, analysis and understanding of the learning objectives
4	The faculty orients the development of learning
5	The faculty stimulates and fosters critical thinking
6	The faculty motivates towards the fulfillment of learning objectives
7	The faculty helps in the synthesis and integration of knowledge
8	Overall, this faculty is excellent

Items for the Evaluation of Clinical Tutors/Services

Tutors/Services

1	I had access to all the service components (e.g.: meetings, visits, examinations, etc.)
2	I was stimulated to share my ideas, knowledge and doubts
3	The tutor was available to answer questions and to clarify uncertainties
4	The tutors' explanations were clear and organized
5	The tutor promoted contacts with patients with different pathologies
6	The tutor helped me to perform clinical procedures effectively
7	The tutor was knowledgeable the concepts, phenomena and clinical practices
8	I received appropriate supervision at the clinical settings
9	I rate this tutor as excellent
10	What I've learned in this service was useful

Items for the Evaluation of Clinical Tutors/Services (Optional Residencies)

Tutors/Services

1	The tutor was available to answer questions and to clarify uncertainties
2	The tutors' explanations were clear and organized
3	The tutor was knowledgeable the concepts, phenomena and clinical practices
4	I received appropriate supervision at the clinical settings
5	I rate this tutor as excellent
6	What I've learned in this service was useful

Items for the Evaluation of Option Projects

1	I understood the learning objectives
2	The elements of the assessment process reflect the objectives of the curricular unit
3	The assessment process was coherent with the objectives of the curricular unit
4	The evaluation parameters were defined in time
5	The workload was appropriate to the credit units
6	I would have developed this project, even if it was not compulsory
7	Globally, I learned a lot from this curricular unit
8	Globally, I consider this curricular unit excellent

Scale

Completely disagree	①
Strongly disagree	②
Disagree	③
Agree	④
Strongly agree	⑤
Completely agree	⑥
Without an opinion	⑦

Legend

- for tutors, faculty and curricular unit assessment:

	Question with highest % of favorable responses
	Question with lowest % of favorable responses
	Question with less than 50% of favorable responses

Distribution of student performance

As this snapshot is issued in July and there is a “Special season” for examination in the University of Minho, the figures included may change marginally in this year final records.

According to the University regulations, failures include:

- Non attendants: students with less than 2/3rds of class attendance; they fail accordingly to the University’s regulation.
- Academic failing students: students who attended at least 2/3rds of classes; failure results from not complying with pass/fail academic criteria.

STUDENT EVALUATIONS: RESPONSE RATES BY CURRICULAR UNIT

Curricular Unit	Curricular year	Number of years in study plan	Nuclear Items	Item about the method	Specific Items	N° of students	Collection rate (%)
Introduction to the Medical Degree	1	15	X		X	130	90%
Molecules and Cells	1	15	X	X	X	140	79%
Functional and Organic Systems I	1	15	X	X	X	148	65%
First Aid	1	15	X		X	129	95%
Training in a Health Centre	1	15	X		X	129	60%
Option Project I	1	15			X	132	72%
Vertical Domains I	1	12	X		X	126	76%
Family, Society and Health I	2	6	X			118	68%
Functional and Organic Systems II	2	14	X	X	X	129	81%
Functional and Organic Systems III	2	14	X	X	X	128	63%
Option Project II	2	14			X	125	63%
Vertical Domains II	2	12	X		X	123	63%
Biopathology and introduction to therapeutics	3	13	X	X	X	106	87%
Introduction to Community Health	3	13	X	X	X	105	53%
Family, Society and Health II	3	5	X		X	104	93%
Vertical Domains III	3	12	X		X	105	91%
Foundations of Medicine	3PA	5	X		X	19	74%
Community Health, Social and Human Sciences	3PA	5	X		X	18	78%
Introduction to Clinical Medicine	3/3PA	13	X		X	129	83%
Medicine Residency I	4	12	X			166	36%
Clinical Neurosciences	4	6	X			163	37%
Health Centre Residency I	4	12	X			154	39%
Maternal and child Health Residency	4	12	X			165	55%
From Clinic to Molecular Biology I	4	12	X			155	38%
Option Project III	4	7			X	166	55%
Vertical Domains IV	4	12	X		X	151	58%
Surgery Residency	5	11	X			128	63%
Medicine Residency II	5	11	X			123	54%
Optional Residencies	5	11	X		X	124	33%
Health Centre Residency II	5	11	X			129	50%
From Clinic to Molecular Biology II	5	11	X			127	49%
Vertical Domains V	5	11	X		X	133	28%
Hospital Residencies – Final	6	10	X			144	72%
Health Centre Residency – Final Training	6	10	X			142	72%
From Clinic to Molecular Biology III	6	10	X			146	69%
Option Project – Final Project	6	10			X	148	62%

1st year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
1st year	CBB	Introduction to the Medical Degree Course	4	✓
	CBB	Molecules and Cells	24	✓
	CBB	Functional and Organic Systems I	25	✓
	SC-CSH	Training in a Health Centre	1	✓
	SC-CSH	First Aid	1	✓
	CBB / SC-CSH / P / C	Option Project I	4	✓
	SC-CSH	Vertical Domains I	1	✓
			TOTAL	60

Legend

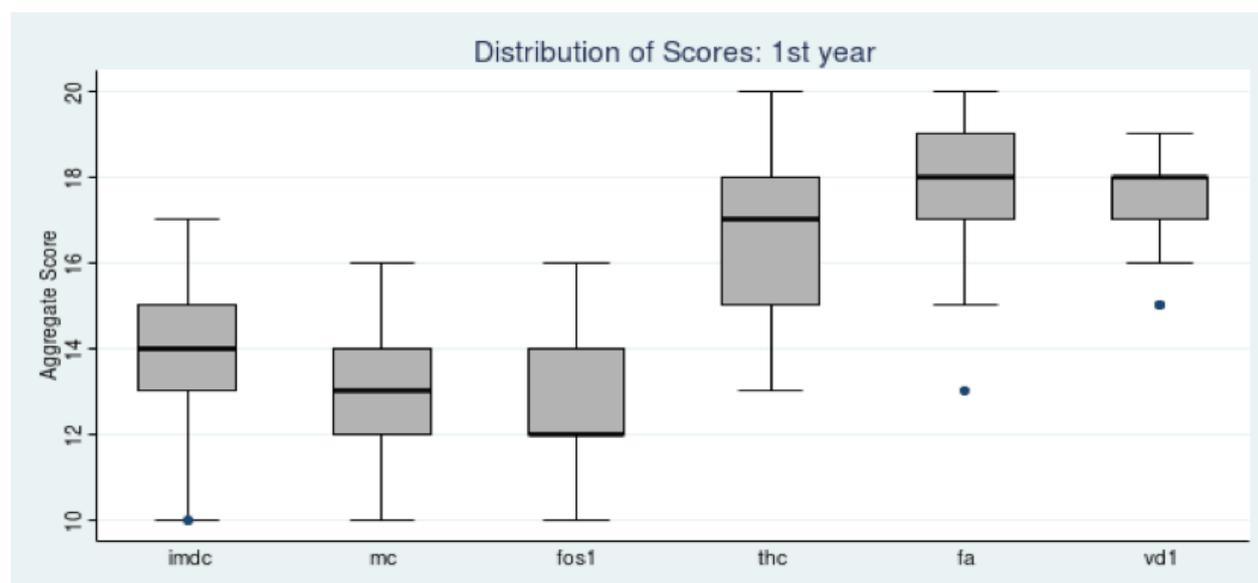
ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

SC-CSH - Community Health, Human and Social Sciences; P - Pathology

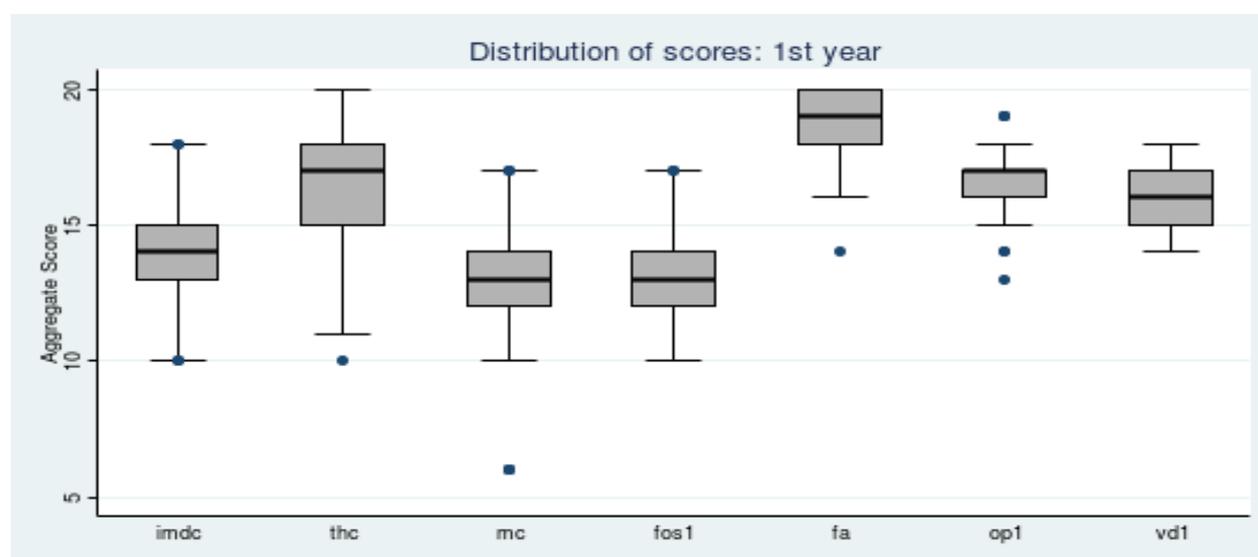
Distribution of Student Scores(*)

2014-2015



Failure 2(1%) 15(11%) 21(13%) 0(0%) 2(2%) 0(0%)

2015-2016



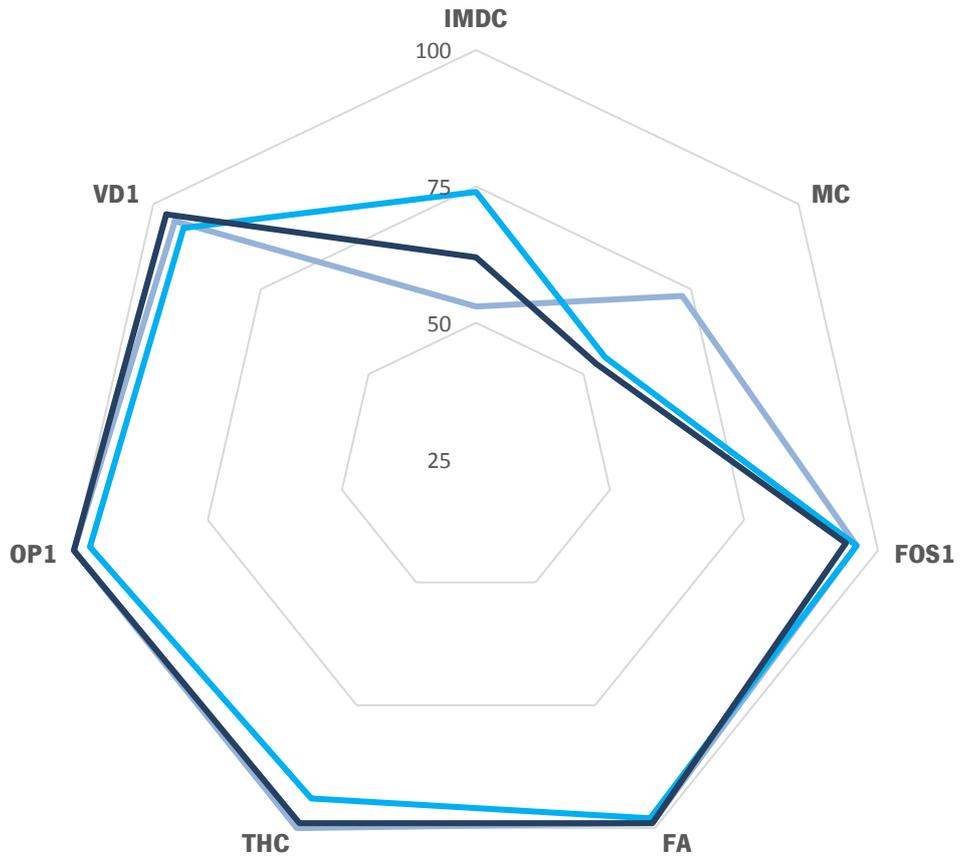
Failure 5(4%) 0(0%) 12(9%) 28(19%) 0(0%) 0(0%) 1(1%)

Legend

IMDC – Introduction to the Medical Degree Course
 MC – Molecules and Cells
 FOS1 – Functional and Organic Systems I
 THC – Training in a Health Centre
 FA – First Aid
 OP1 – Option Project I
 VD1 – Vertical Domains I

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Introduction to the Medical Degree**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	0	0	3	0	1	0	0	3	0	5	1
	Strongly disagree	4	3	3	3	5	3	3	2	4	3	9	11
	Disagree	8	9	11	11	15	8	13	14	25	6	20	20
	Unfavorable responses	14	12	15	17	21	11	15	15	32	9	34	32
	Agree	44	42	52	40	49	41	46	49	38	54	43	45
	Strongly agree	30	36	27	26	24	26	32	27	15	23	16	14
	Completely agree	10	9	6	15	5	22	5	8	9	11	3	6
	Favorable responses	85	87	84	81	78	89	84	84	62	88	62	65
	No opinion	2	1	1	2	2	0	1	1	5	3	4	3
2014/2015	Unfavorable responses	2	6	2	12	19	6	7	7	28	7	23	11
	Favorable responses	98	94	98	88	81	93	93	91	69	90	74	86
	No opinion	0	0	0	0	0	2	0	2	2	2	3	2

Curricular Unit (specific items)		1	2	3	4	5
2015/2016	Completely disagree	0	1	1	1	0
	Strongly disagree	3	3	2	1	3
	Disagree	8	8	16	19	15
	Unfavorable responses	10	12	19	21	18
	Agree	30	36	48	48	48
	Strongly agree	26	27	21	20	15
	Completely agree	34	24	10	12	11
	Favorable responses	90	87	79	79	74
	No opinion	0	1	3	0	9

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	0	0	0	1	0	0	1	1
	Strongly disagree	0	1	2	1	1	2	2	1
	Disagree	4	3	8	9	9	6	6	5
	Unfavorable responses	4	4	10	12	10	8	9	6
	Agree	21	16	25	26	28	27	32	30
	Strongly agree	31	30	32	32	32	36	31	30
	Completely agree	44	49	32	29	28	27	26	30
	Favorable responses	95	95	89	88	88	91	90	91
	No opinion	1	1	1	1	2	1	1	3
2014/2015	Unfavorable responses	1	1	8	11	6	8	7	5
	Favorable responses	99	99	92	88	92	90	92	93
	No opinion	0	0	1	1	2	2	1	2

Curricular Unit: **Molecules and Cells**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	1	1	4	3	0	2	1	3	2	3	4
	Strongly disagree	5	4	4	10	5	7	4	5	7	7	5	8
	Disagree	8	12	8	33	25	6	26	17	24	15	38	15
	Unfavorable responses	13	16	13	46	34	14	32	23	34	25	46	27
	Agree	47	51	51	42	51	50	50	46	49	47	40	54
	Strongly agree	33	27	32	10	15	29	16	24	14	22	12	15
	Completely agree	7	5	5	2	1	7	3	6	3	5	2	4
	Favorable responses	87	83	87	54	66	86	68	77	65	75	53	72
No opinion	0	1	0	0	0	1	0	0	1	1	1	1	
2014/2015	Unfavorable responses	13	24	16	33	41	26	25	24	37	29	44	29
	Favorable responses	86	76	84	67	58	72	74	75	63	70	55	69
	No opinion	1	0	0	0	1	2	1	1	0	2	1	3

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	4	5	5	5	1	1	0	1	3	2
	Strongly disagree	4	2	7	13	5	5	2	0	5	7
	Disagree	9	11	23	23	12	6	5	3	12	25
	Unfavorable responses	16	17	34	41	17	13	6	4	19	34
	Agree	35	56	32	42	44	45	28	25	36	45
	Strongly agree	35	22	19	14	32	33	10	14	24	19
	Completely agree	14	5	12	2	6	8	8	20	21	2
	Favorable responses	83	82	63	58	82	86	47	59	81	66
No opinion	1	1	3	1	1	1	47	37	0	0	
2014/2015	Unfavorable responses	29	36	29	47	19	19	15	10	25	47
	Favorable responses	71	63	70	53	79	79	52	60	73	53
	No opinion	0	1	1	0	2	2	33	30	2	0

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	1	2	2	2	2	2	2
	Strongly disagree	2	2	3	3	3	4	4	3
	Disagree	7	6	11	14	13	13	12	11
	Unfavorable responses	11	9	15	19	18	19	18	15
	Agree	34	34	40	38	40	41	39	39
	Strongly agree	29	27	26	25	24	23	25	25
	Completely agree	25	29	18	16	17	15	17	16
	Favorable responses	88	89	83	79	80	80	81	81
No opinion	1	1	1	2	2	2	2	4	
2014/2015	Unfavorable responses	5	5	9	11	13	14	11	10
	Favorable responses	94	93	90	88	85	85	88	88
	No opinion	1	1	1	1	2	2	1	3

Curricular Unit: **Functional and Organic Systems I**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	5	0	0	1	0	3	1	0	0
	Strongly disagree	1	3	0	8	2	2	0	3	8	1	1	1
	Disagree	3	9	0	31	21	9	12	7	15	7	5	4
	Unfavorable responses	4	13	0	44	23	12	13	11	26	9	6	5
	Agree	32	41	23	38	45	49	50	45	51	56	43	34
	Strongly agree	45	39	44	16	27	34	32	34	18	28	29	32
	Completely agree	19	8	33	2	4	5	4	9	2	4	21	29
	Favorable responses	96	88	100	56	77	88	86	88	71	88	94	95
No opinion	0	0	0	0	0	0	1	1	3	2	0	0	
2014/2015	Unfavorable responses	1	4	0	19	10	9	8	6	20	4	3	2
	Favorable responses	99	96	100	81	89	90	90	94	79	95	96	98
	No opinion	0	0	0	0	1	1	2	0	1	1	1	0

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	2	4	6	0	0	1	2	1	1	0
	Strongly disagree	9	9	3	2	3	1	0	1	0	4
	Disagree	11	20	31	4	9	11	1	0	4	23
	Unfavorable responses	22	33	40	6	13	14	3	2	5	27
	Agree	35	30	36	45	51	36	20	17	24	42
	Strongly agree	32	24	17	27	20	29	7	9	24	25
	Completely agree	12	13	7	22	13	18	6	13	46	6
	Favorable responses	78	67	60	94	83	83	33	39	94	73
No opinion	0	0	0	0	4	3	64	59	1	0	
2014/2015	Unfavorable responses	17	23	21	4	10	4	7	4	4	12
	Favorable responses	81	75	79	94	86	94	49	53	96	86
	No opinion	2	2	0	2	4	2	44	43	0	2

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	0	0	1	1	1	1	1	0
	Strongly disagree	0	0	1	1	1	1	1	1
	Disagree	2	2	5	6	6	7	6	5
	Unfavorable responses	3	2	7	8	8	9	8	6
	Agree	21	21	27	29	30	29	27	28
	Strongly agree	28	24	29	28	26	26	27	28
	Completely agree	36	40	25	22	22	23	24	24
	Favorable responses	85	85	80	78	78	78	79	80
No opinion	13	13	13	14	13	14	13	14	
2014/2015	Unfavorable responses	1	2	3	3	3	4	3	3
	Favorable responses	78	76	76	76	75	75	76	75
	No opinion	21	22	21	21	21	21	21	22

Curricular Unit: **Training in a Health Centre**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	-	0	0	0	0	0	-	-	0	0
	Strongly disagree	0	1	-	1	0	1	1	0	-	-	0	0
	Disagree	1	1	-	1	1	3	3	3	-	-	1	1
	Unfavorable responses	1	3	-	3	1	4	4	3	-	-	1	1
	Agree	5	8	-	8	12	8	9	9	-	-	8	4
	Strongly agree	43	46	-	42	42	42	40	39	-	-	38	36
	Completely agree	51	43	-	47	40	46	47	49	-	-	53	58
	Favorable responses	99	97	-	97	94	96	96	97	-	-	99	99
No opinion	0	0	-	0	5	0	0	0	-	-	0	0	
2014/2015	Unfavorable responses	2	3	-	3	3	6	6	5	-	-	5	3
	Favorable responses	98	97	-	97	90	92	92	95	-	-	94	97
	No opinion	0	0	-	0	6	2	2	0	-	-	2	0

Curricular Unit: **First Aid**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	1	0	0	1	0	0	1	2	-	0	0
	Strongly disagree	0	1	0	0	1	1	1	2	2	-	0	0
	Disagree	0	2	0	2	3	2	1	4	8	-	1	0
	Unfavorable responses	0	4	0	2	5	3	2	7	12	-	1	0
	Agree	11	10	7	9	12	9	15	16	22	-	10	9
	Strongly agree	39	39	22	33	40	33	39	34	30	-	29	30
	Completely agree	50	47	71	57	43	54	45	43	32	-	61	61
	Favorable responses	100	96	100	98	95	97	98	93	84	-	99	100
No opinion	0	0	0	0	0	0	0	0	4	-	0	0	
2014/2015	Unfavorable responses	0	2	0	3	7	1	2	8	9	-	1	0
	Favorable responses	100	98	100	97	92	99	98	92	87	-	98	100
	No opinion	0	1	0	0	1	0	0	0	5	-	1	0

Curricular Unit: **Option Project I**

Overall Evaluation

Curricular Unit (specific items)		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	0	0	0	0	0	1	0	0
	Strongly disagree	1	1	3	1	1	1	0	0
	Disagree	0	5	3	2	6	4	0	1
	Unfavorable responses	1	6	6	3	7	6	0	1
	Agree	15	15	17	13	30	26	9	12
	Strongly agree	33	41	40	41	35	21	34	33
	Completely agree	52	35	34	42	28	46	57	54
	Favorable responses	99	91	91	96	93	93	100	99
No opinion	0	2	2	1	0	1	0	0	
2014/2015	Unfavorable responses	0	2	4	2	9	9	1	1
	Favorable responses	100	97	96	98	91	89	99	97
	No opinion	0	1	0	0	0	2	0	2

Curricular Unit: **Vertical Domains I**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	1	1	0	-	0	0	1	-	0	2
	Strongly disagree	1	0	2	3	1	-	0	0	2	-	2	5
	Disagree	4	8	4	14	9	-	13	7	13	-	1	15
	Unfavorable responses	5	8	7	18	10	-	13	7	16	-	3	22
	Agree	34	32	39	35	34	-	38	39	32	-	41	36
	Strongly agree	36	41	39	24	31	-	39	38	31	-	31	27
	Completely agree	23	18	16	21	11	-	10	17	16	-	25	14
	Favorable responses	94	91	93	81	77	-	86	93	79	-	97	77
No opinion	1	1	0	1	13	-	1	0	5	-	0	1	
2014/2015	Unfavorable responses	2	3	3	3	3	-	2	3	5	-	3	4
	Favorable responses	95	93	93	94	94	-	94	93	89	-	93	94
	No opinion	3	4	4	3	3	-	4	4	5	-	4	2

2nd year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
2nd year	CBB	Functional and Organic Systems II	26	✓
	CBB	Functional and Organic Systems III	23	✓
	SC-CSH	Family, Society and Health I	4	✓
	CBB / SC-CSH / P / C	Option Project II	6	✓
	SC-CSH	Vertical Domains II	1	✓
			TOTAL	60

Legend

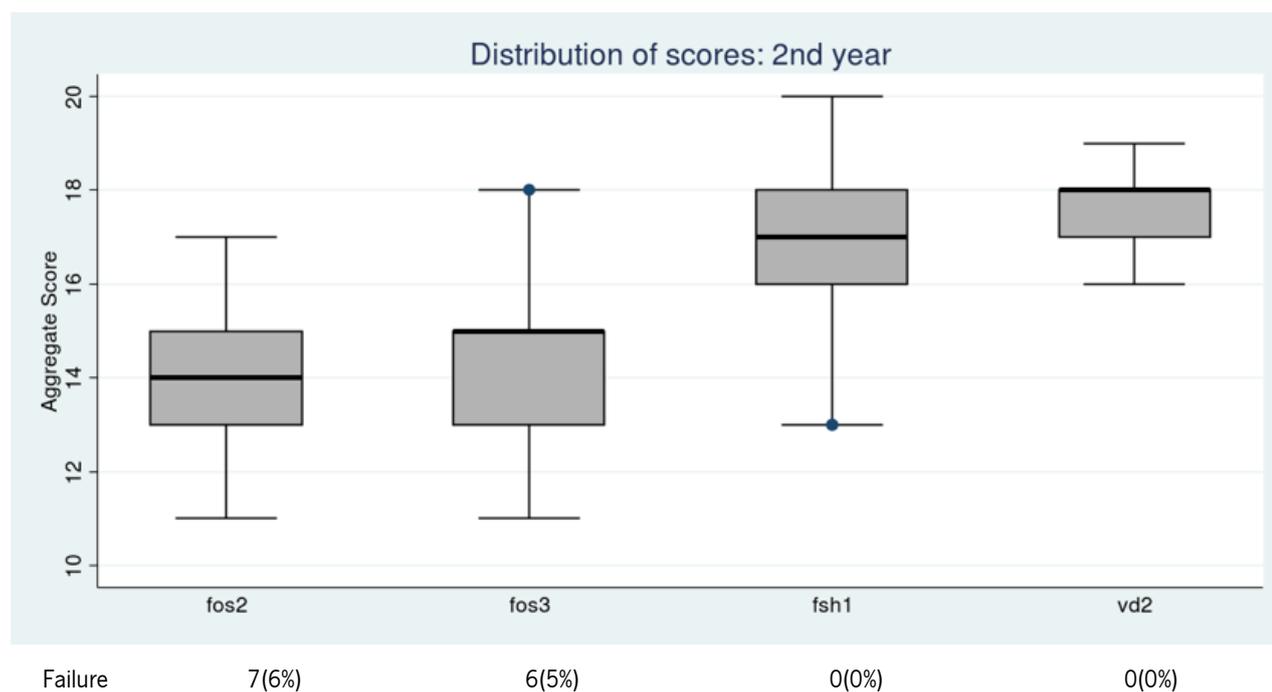
ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

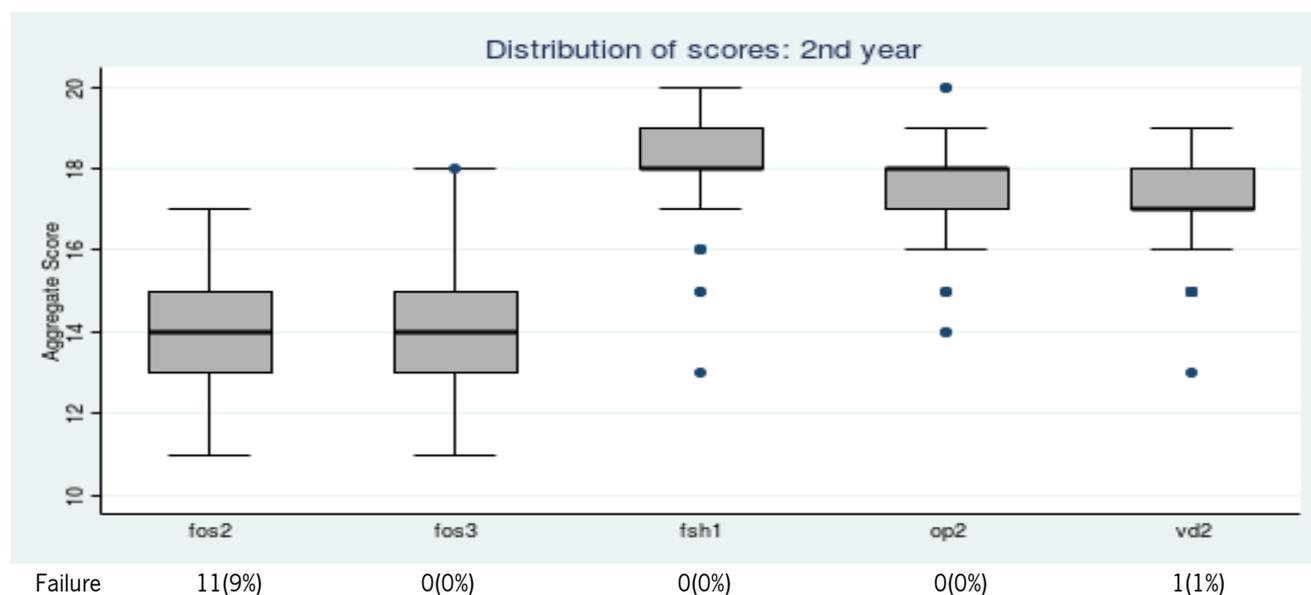
SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Distribution of Student Scores(*)

2014-2015



2015-2016



Legend

FOS2 – Functional and Organic Systems II

FOS3 – Functional and Organic Systems III

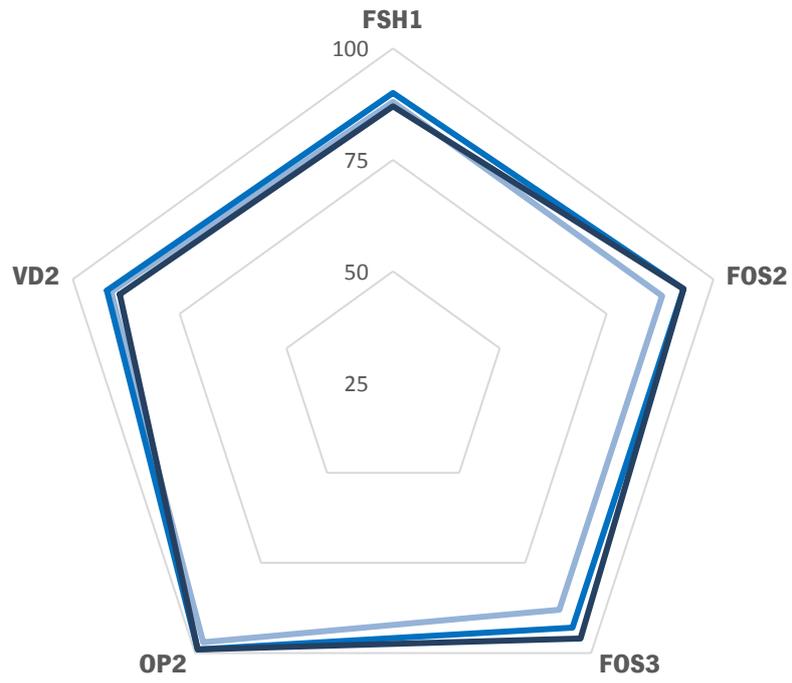
FSH1 – Family, Society and Health I

OP2 – Option Project II

VD2 – Vertical Domains II

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Functional and Organic Systems II**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	2	0	6	1	2	2	1	0	3	0	0
	Disagree	4	9	2	23	22	17	21	19	18	12	6	4
	Unfavorable responses	4	11	2	28	23	19	23	20	18	15	6	4
	Agree	53	58	42	54	54	52	57	51	47	59	46	50
	Strongly agree	26	24	34	11	20	23	19	25	26	19	34	26
	Completely agree	17	7	22	7	3	7	1	5	7	6	14	21
	Favorable responses	96	89	98	72	77	81	77	80	80	84	93	96
No opinion	0	0	0	0	0	0	0	0	2	1	1	0	
2014/2015	Unfavorable responses	1	9	1	25	5	15	17	14	23	13	7	4
	Favorable responses	99	91	99	75	95	84	82	86	76	87	93	96
	No opinion	0	0	0	0	0	1	1	0	1	0	0	0

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	8	10	0	0	0	0	4	2	0	0
	Strongly disagree	16	11	3	2	4	4	4	1	0	2
	Disagree	26	32	14	13	15	9	4	4	1	21
	Unfavorable responses	50	52	17	15	19	13	12	7	1	23
	Agree	35	30	53	51	40	39	6	7	15	43
	Strongly agree	11	13	22	24	25	24	2	2	27	27
	Completely agree	3	4	9	10	11	18	3	5	56	6
	Favorable responses	49	47	83	85	76	82	11	13	98	76
No opinion	1	1	0	0	5	6	78	80	1	1	
2014/2015	Unfavorable responses	28	37	23	11	10	7	12	10	1	9
	Favorable responses	72	62	77	89	90	93	20	23	97	91
	No opinion	0	1	0	0	0	0	68	67	2	0

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	1	1	1	1	1	1	1
	Strongly disagree	1	1	2	2	2	1	2	2
	Disagree	5	5	7	7	7	7	7	7
	Unfavorable responses	7	7	10	10	9	10	9	9
	Agree	21	21	24	24	25	24	24	23
	Strongly agree	27	25	28	28	28	28	28	28
	Completely agree	42	43	36	35	35	35	36	36
	Favorable responses	91	90	88	87	88	87	88	87
No opinion	3	4	3	3	3	3	3	3	
2014/2015	Unfavorable responses	7	7	9	10	11	10	10	10
	Favorable responses	84	85	83	82	80	81	82	82
	No opinion	8	8	8	8	9	9	8	8

Curricular Unit: **Functional and Organic Systems III**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	1	0	1	4	1	1	1	0	1	0	0
	Strongly disagree	1	3	3	3	4	3	3	3	3	1	1	1
	Disagree	4	9	3	18	10	9	10	10	12	5	3	5
	Unfavorable responses	5	13	5	22	18	13	14	14	14	8	4	6
	Agree	30	38	29	38	45	47	49	42	47	38	34	32
	Strongly agree	41	39	33	32	28	29	27	32	24	33	39	29
	Completely agree	24	10	34	8	9	10	9	12	14	19	23	32
	Favorable responses	95	87	95	78	82	87	86	86	86	91	96	94
	No opinion	0	0	0	0	0	0	0	0	0	1	0	0
2014/2015	Unfavorable responses	6	14	5	13	7	10	15	13	15	7	6	4
	Favorable responses	93	85	94	86	92	89	83	86	81	90	93	95
	No opinion	1	1	1	1	1	1	1	1	4	2	1	1

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	5	5	0	0	1	0	0	0	0	1
	Strongly disagree	8	9	5	1	4	4	1	1	0	5
	Disagree	16	14	18	11	14	11	1	3	3	10
	Unfavorable responses	29	28	23	13	19	15	3	4	3	16
	Agree	41	47	45	43	39	33	18	15	29	44
	Strongly agree	21	16	25	35	28	30	4	4	23	23
	Completely agree	8	8	8	10	9	16	1	5	45	15
	Favorable responses	70	71	78	88	75	79	23	24	96	81
No opinion	1	1	0	0	6	6	75	72	1	3	
2014/2015	Unfavorable responses	17	24	20	11	10	4	9	8	3	14
	Favorable responses	81	75	79	88	86	93	24	25	95	85
	No opinion	1	1	1	1	3	4	67	67	1	1

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	1	1	1	1	1	1	1
	Strongly disagree	1	1	1	2	1	1	1	1
	Disagree	4	4	6	7	5	6	6	5
	Unfavorable responses	6	6	8	9	7	8	8	7
	Agree	19	20	25	25	24	25	24	23
	Strongly agree	28	26	28	29	30	29	29	31
	Completely agree	45	45	36	34	36	35	35	36
	Favorable responses	91	91	89	88	90	89	89	90
	No opinion	3	3	3	3	3	3	3	4
2014/2015	Unfavorable responses	6	6	7	7	7	8	7	7
	Favorable responses	81	81	80	79	79	79	80	80
	No opinion	13	13	13	13	14	13	13	13

Curricular Unit: **Family, Society and Health I**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	1	1	1	1	1	1	3	1	1	1	1	1
	Strongly disagree	0	0	0	0	0	0	0	0	0	0	1	0
	Disagree	1	4	4	5	1	6	9	6	9	10	10	8
	Unfavorable responses	3	5	5	6	3	8	11	8	10	11	13	9
	Agree	30	29	29	31	30	29	34	28	41	25	32	30
	Strongly agree	30	31	26	34	29	29	25	28	19	31	29	25
	Completely agree	37	35	40	29	30	34	30	36	26	31	27	35
	Favorable responses	97	95	95	94	89	91	89	91	86	88	87	90
	No opinion	0	0	0	0	9	1	0	1	4	1	0	1
2014/2015	Unfavorable responses	5	2	3	7	7	3	6	3	13	6	9	3
	Favorable responses	94	97	95	92	92	95	93	95	78	92	90	95
	No opinion	1	1	1	1	1	1	1	1	9	2	1	1

Curricular Unit: **Option Project II**

Overall Evaluation

Curricular Unit (specific items)		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	3	1	4	0	0	1	0
	Strongly disagree	0	0	1	3	3	1	0	0
	Disagree	4	1	1	6	8	5	0	0
	Unfavorable responses	5	4	4	13	10	6	1	0
	Agree	19	27	28	27	30	20	17	17
	Strongly agree	32	34	34	25	27	24	29	27
	Completely agree	44	27	28	35	32	48	53	55
	Favorable responses	95	88	90	87	89	92	99	99
No opinion	0	8	6	0	1	1	0	1	
2014/2015	Unfavorable responses	1	4	6	4	9	7	1	1
	Favorable responses	99	92	94	94	91	92	99	99
	No opinion	0	3	0	1	0	1	0	0

Curricular Unit: **Vertical Domains II**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	1	4	3	-	1	1	1	-	1	3
	Strongly disagree	1	1	3	3	1	-	0	0	1	-	4	4
	Disagree	5	6	8	12	10	-	15	6	6	-	4	14
	Unfavorable responses	6	8	12	18	14	-	17	8	9	-	9	21
	Agree	36	41	41	42	35	-	37	42	41	-	45	44
	Strongly agree	31	33	33	23	26	-	33	36	28	-	28	26
	Completely agree	26	17	13	15	10	-	10	12	17	-	17	8
	Favorable responses	92	91	87	81	71	-	81	90	86	-	89	78
No opinion	1	1	1	1	15	-	3	3	5	-	1	1	
2014/2015	Unfavorable responses	6	10	13	7	2	-	7	4	8	-	6	10
	Favorable responses	93	88	86	92	92	-	92	95	85	-	92	87
	No opinion	1	2	1	1	6	-	1	1	7	-	2	4

3rd year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
3rd year	P	Biopathology and Introduction to Therapeutics	43	✓
	SC-CSH	Introduction to Community Health	4	✓
	C	Introduction to Clinical Medicine	10,5	✓
	SC-CSH	Family, Society and Health II	1,5	✓
	SC-CSH	Vertical Domains III	1	✓
			TOTAL	60

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
3rd year Alternative Track	C	Introduction to Clinical Medicine	10,5	✓
	CBB / P	Foundations of Medicine	45	✓
	SC-CSH	Community Health, Human and Social Science	4,5	✓
			TOTAL	60

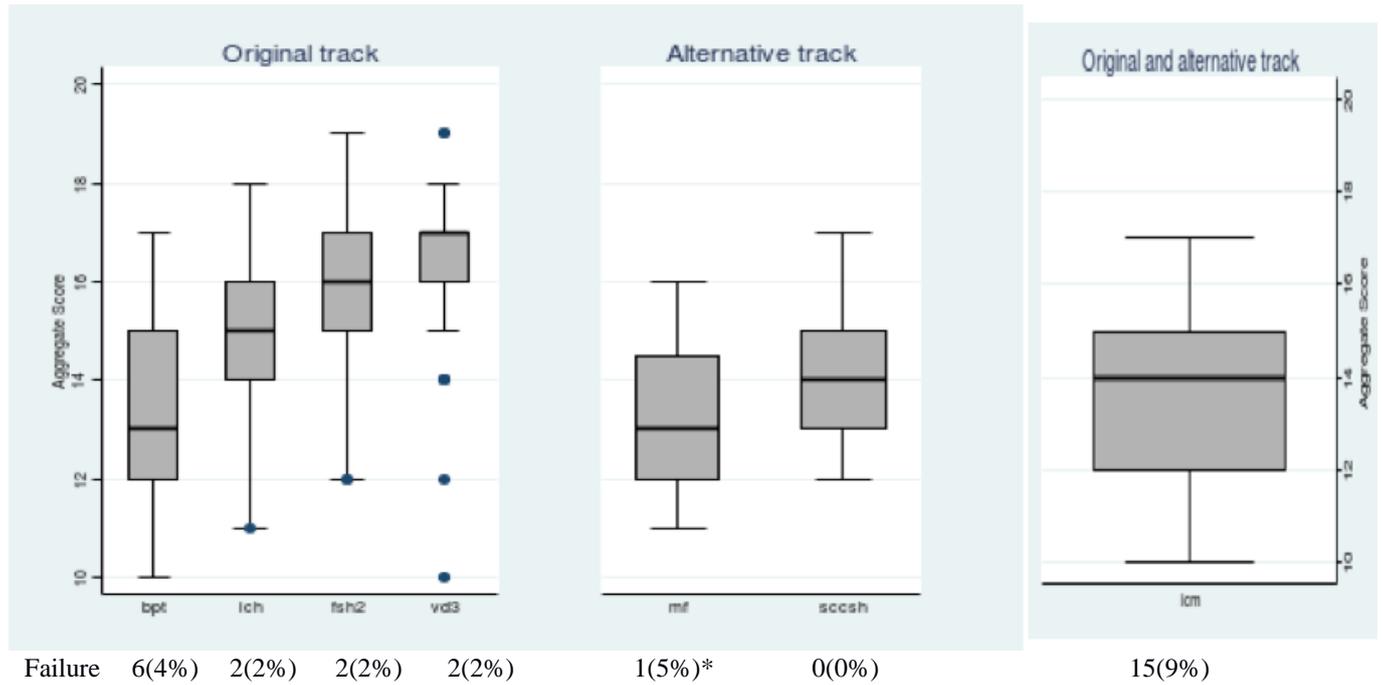
Legend

ECTS - European Credit Transfer Units

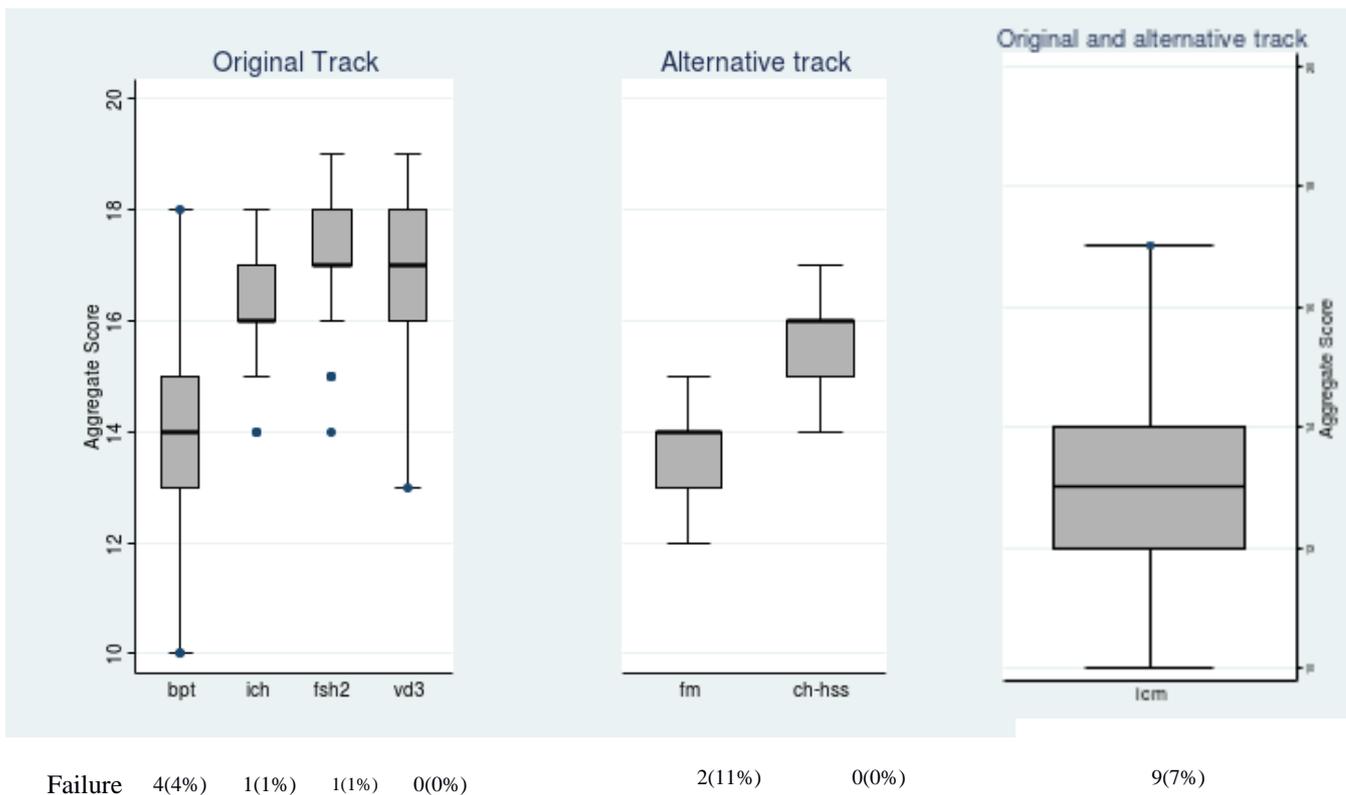
C - Clinical; CBB –Biological and Biomedical Sciences;

SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Distribution of Student Scores(*) 2014-2015



2015-2016

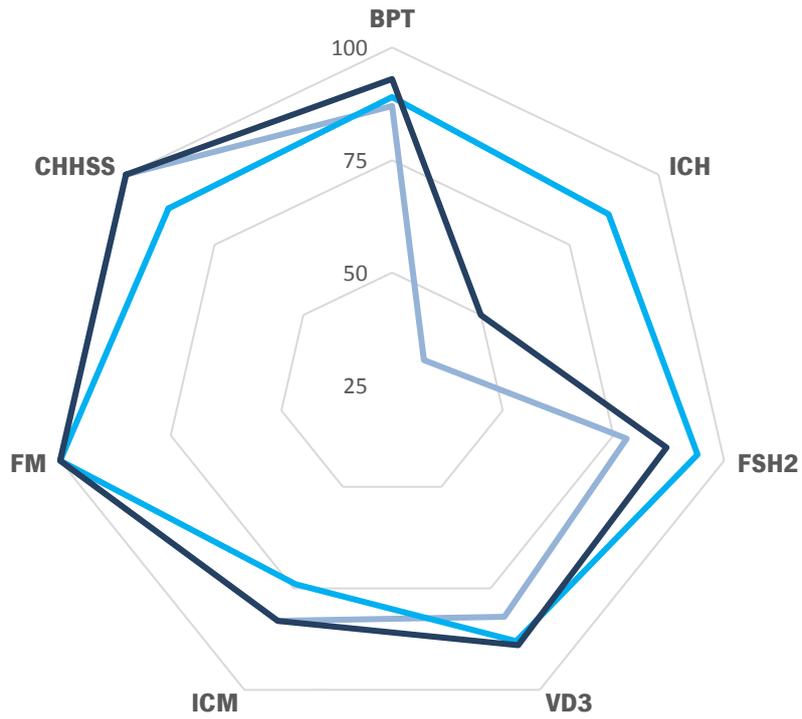


Legend

BPT – Biopathology and Introduction to Therapeutics
 FSH2 – Family, Society and Health II
 ICH – Introduction to Community Health
 ICM – Introduction to Clinical Medicine
 VD3 – Vertical Domains III
 FM – Foundations of Medicine
 CHHSS - Community Health, Human and Social Sciences

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Biopathology and Introduction to Therapeutics**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	2	4	0	0	1	1	0	1	1
	Strongly disagree	0	0	1	6	1	0	0	1	2	0	0	0
	Disagree	1	10	0	26	22	3	11	9	12	4	6	1
	Unfavorable responses	1	10	1	33	28	3	11	11	16	4	7	2
	Agree	45	40	26	36	46	48	53	43	53	52	41	38
	Strongly agree	39	37	50	26	18	33	28	38	26	29	37	36
	Completely agree	15	12	23	4	8	14	8	8	6	13	16	24
	Favorable responses	99	89	99	66	71	96	89	89	84	94	93	98
No opinion	0	1	0	1	1	1	0	0	0	1	0	0	
2014/2015	Unfavorable responses	4	10	3	42	23	13	18	14	20	7	9	4
	Favorable responses	96	90	97	58	76	88	82	85	80	92	89	96
	No opinion	0	0	0	0	1	0	0	1	0	1	2	0

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	4	5	0	0	0	0	3	1	0	3
	Strongly disagree	2	5	2	1	1	2	2	2	1	11
	Disagree	11	13	18	3	10	8	4	1	8	18
	Unfavorable responses	17	24	21	4	11	10	10	4	9	33
	Agree	47	49	33	49	39	41	12	13	17	43
	Strongly agree	28	21	34	36	36	39	10	16	32	13
	Completely agree	8	4	13	10	14	10	10	9	42	10
	Favorable responses	83	75	79	96	89	90	32	38	91	66
No opinion	0	1	0	0	0	0	59	58	0	1	
2014/2015	Unfavorable responses	47	49	27	19	16	14	16	8	3	18
	Favorable responses	52	48	73	81	82	83	42	55	97	82
	No opinion	1	3	0	0	3	3	42	37	0	0

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	2	2	2	2	2	2	2	2
	Strongly disagree	1	2	2	2	2	2	2	2
	Disagree	4	5	7	7	7	8	7	7
	Unfavorable responses	7	9	10	11	11	12	11	11
	Agree	18	18	24	26	25	26	24	24
	Strongly agree	27	29	31	30	30	29	31	30
	Completely agree	47	43	34	32	33	32	34	34
	Favorable responses	92	90	89	88	88	87	89	89
No opinion	1	1	1	1	1	1	1	1	
2014/2015	Unfavorable responses	8	9	11	12	13	14	11	11
	Favorable responses	86	85	82	81	81	80	82	82
	No opinion	7	7	7	7	7	7	7	7

Curricular Unit: **Introduction to Community Health**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	2	2	4	2	2	2	4	4	2	2	2
	Strongly disagree	2	2	4	7	4	5	13	7	9	5	14	7
	Disagree	9	14	7	29	18	9	36	20	30	18	34	16
	Unfavorable responses	13	18	13	39	23	16	50	30	43	25	50	25
	Agree	45	50	57	39	43	45	34	48	32	48	34	51
	Strongly agree	36	29	29	14	23	30	13	20	13	21	14	16
	Completely agree	7	4	2	7	5	9	4	2	7	4	2	4
	Favorable responses	88	82	88	61	71	84	50	70	52	73	50	71
	No opinion	0	0	0	0	5	0	0	0	5	2	0	4
2014/2015	Unfavorable responses	10	13	11	14	14	9	13	9	19	8	14	15
	Favorable responses	90	87	89	86	85	91	87	91	81	92	86	85
	No opinion	0	0	0	0	1	0	0	0	0	0	0	0

Curricular Unit (method items)		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	9	9	2	2	4	4	2	2	2	2
	Strongly disagree	2	6	0	7	7	7	4	4	13	4
	Disagree	29	26	13	27	14	14	0	0	11	25
	Unfavorable responses	39	41	14	36	25	25	5	5	25	30
	Agree	34	39	38	43	30	32	18	13	20	25
	Strongly agree	18	9	29	16	29	23	7	11	16	21
	Completely agree	2	4	18	4	7	11	2	4	38	21
	Favorable responses	54	52	84	63	66	66	27	27	73	68
	No opinion	7	7	2	2	9	9	68	68	2	2
2014/2015	Unfavorable responses	22	28	6	14	18	15	16	14	51	15
	Favorable responses	76	70	94	86	79	82	50	53	48	84
	No opinion	2	2	0	0	3	3	34	33	1	1

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	3	2	2	2	2	2	2
	Strongly disagree	1	2	1	1	2	2	2	2
	Disagree	5	7	8	9	7	9	8	7
	Unfavorable responses	7	11	12	13	11	14	12	10
	Agree	23	25	31	31	32	31	32	34
	Strongly agree	31	29	31	29	30	28	28	30
	Completely agree	34	31	23	25	23	24	25	22
	Favorable responses	89	85	84	84	85	83	84	86
	No opinion	4	4	4	4	4	4	4	4
2014/2015	Unfavorable responses	5	8	7	5	6	7	6	6
	Favorable responses	90	86	88	89	88	88	89	89
	No opinion	5	6	6	6	6	6	5	5

Curricular Unit: **Family, Society and Health II**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	1	1	0	0	4	4	4	0	0	1	0	0
	Strongly disagree	5	5	5	4	4	5	5	3	2	4	2	2
	Disagree	3	5	5	6	7	6	6	7	6	9	9	6
	Unfavorable responses	9	11	9	9	14	14	14	10	8	14	12	8
	Agree	41	38	39	35	35	33	35	41	36	33	43	35
	Strongly agree	28	33	34	34	32	35	32	30	33	34	27	33
	Completely agree	22	18	18	21	19	18	19	19	18	18	17	23
	Favorable responses	91	89	91	91	86	86	86	90	87	85	87	90
	No opinion	0	0	0	0	0	0	0	0	5	1	1	1
2014/2015	Unfavorable responses	9	13	15	13	22	15	12	10	14	19	15	11
	Favorable responses	91	87	85	87	77	84	87	89	84	80	84	89
	No opinion	0	0	0	0	1	1	1	1	2	1	1	0

Curricular Unit: **Vertical Domains III**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	1	1	0	1	4	-	4	1	1	-	1	1
	Strongly disagree	2	2	4	5	2	-	4	2	4	-	2	4
	Disagree	8	4	10	13	10	-	10	7	5	-	7	12
	Unfavorable responses	12	7	13	19	15	-	17	11	10	-	11	16
	Agree	35	38	40	33	36	-	37	36	35	-	39	35
	Strongly agree	31	35	28	27	31	-	29	29	26	-	27	29
	Completely agree	23	20	19	21	18	-	17	21	24	-	23	18
	Favorable responses	88	93	87	81	85	-	83	87	85	-	89	82
No opinion	0	0	0	0	0	-	0	2	6	-	0	1	
2014/2015	Unfavorable responses	11	10	13	14	10	-	12	11	11	-	12	11
	Favorable responses	89	90	87	86	88	-	88	89	88	-	88	89
	No opinion	0	0	0	0	2	-	0	0	1	-	0	0

Curricular Unit: **Foundations of Medicine**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	0	29	0	0	0	0	7	0	0	0
	Disagree	0	0	0	7	14	7	14	7	0	0	0	0
	Unfavorable responses	0	0	0	36	14	7	14	7	7	0	0	0
	Agree	29	71	14	50	36	21	71	50	50	21	14	7
	Strongly agree	50	21	43	7	43	43	14	36	21	64	43	21
	Completely agree	21	7	43	7	7	29	0	7	14	14	43	71
	Favorable responses	100	100	100	64	86	93	86	93	86	100	100	100
No opinion	0	0	0	0	0	0	0	0	7	0	0	0	
2014/2015	Unfavorable responses	0	6	0	44	18	6	6	18	24	0	0	0
	Favorable responses	100	94	100	56	76	94	94	82	71	100	100	100
	No opinion	0	0	0	0	6	0	0	0	6	0	0	0

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	0	0	0	0	0	0	0	0
	Strongly disagree	0	1	1	1	1	1	1	1
	Disagree	1	3	5	6	4	4	6	3
	Unfavorable responses	1	4	7	8	5	6	8	4
	Agree	7	11	18	18	21	21	18	14
	Strongly agree	13	16	29	32	29	24	27	29
	Completely agree	75	64	42	37	40	44	42	49
	Favorable responses	95	92	88	87	90	89	87	91
No opinion	4	4	5	6	5	5	5	5	
2014/2015	Unfavorable responses	3	3	4	5	6	5	5	4
	Favorable responses	92	92	91	90	89	90	90	91
	No opinion	5	5	5	5	5	5	5	5

Curricular Unit: **Community Health, Human and Social Sciences**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly disagree	0	0	7	0	0	0	0	0	14	0	0	0
	Disagree	0	0	0	7	0	0	7	0	29	0	0	0
	Unfavorable responses	0	0	7	7	0	0	7	0	43	0	0	0
	Agree	14	21	7	21	7	7	36	7	29	7	14	7
	Strongly agree	64	50	57	29	43	21	43	36	14	36	79	43
	Completely agree	21	29	29	43	50	71	14	57	7	57	7	50
	Favorable responses	100	100	93	93	100	100	93	100	50	100	100	100
	No opinion	0	0	0	0	0	0	0	0	7	0	0	0
2014/2015	Unfavorable responses	0	0	13	7	7	0	0	13	25	0	6	7
	Favorable responses	94	94	81	80	87	88	88	81	63	88	88	87
	No opinion	6	6	6	13	7	13	13	6	13	13	6	7

Evaluation of Academic Faculty

Faculty		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	0	0	0	0	0	0	0	1
	Strongly disagree	0	0	0	0	0	0	1	0
	Disagree	0	2	1	2	1	2	1	0
	Unfavorable responses	0	2	1	2	1	2	2	1
	Agree	4	12	29	31	21	25	24	13
	Strongly agree	5	11	26	26	26	29	24	30
	Completely agree	88	71	40	37	48	40	46	50
	Favorable responses	96	94	95	94	95	94	94	93
	No opinion	4	4	4	4	4	4	4	6
2014/2015	Unfavorable responses	3	3	4	5	6	5	5	4
	Favorable responses	90	90	88	88	87	88	88	89
	No opinion	7	7	7	7	7	7	7	7

Curricular Unit: **Introduction to Clinical Medicine**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	2	0	3	7	3	2	3	2	1	1	0
	Strongly disagree	1	7	0	10	7	7	2	4	2	0	2	0
	Disagree	9	19	6	19	19	13	21	19	10	15	14	7
	Unfavorable responses	12	27	6	32	34	22	25	25	14	16	17	7
	Agree	42	35	22	27	32	41	37	35	36	42	37	25
	Strongly agree	33	31	45	34	28	30	35	33	42	34	37	44
	Completely agree	13	7	27	7	7	7	2	7	7	8	9	23
	Favorable responses	88	73	94	68	66	78	74	75	86	84	83	93
No opinion	0	0	0	0	0	0	1	0	0	0	0	0	
2014/2015	Unfavorable responses	14	28	5	18	49	29	28	18	13	12	26	7
	Favorable responses	85	72	95	81	49	70	72	82	86	88	74	93
	No opinion	1	0	0	1	3	1	0	0	1	0	0	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	3	0	0	0	2	3	0	0	0	0
	Strongly disagree	5	1	1	1	0	2	0	7	2	0
	Disagree	7	3	3	4	9	8	2	10	6	4
	Unfavorable responses	15	4	4	5	11	13	2	17	8	4
	Agree	22	21	22	18	14	17	10	23	21	19
	Strongly agree	22	28	26	26	25	26	20	22	27	31
	Completely agree	42	48	48	51	50	43	66	39	45	46
	Favorable responses	85	96	96	95	89	86	96	83	92	96
No opinion	0	0	0	0	0	1	2	0	0	0	
2014/2015	Unfavorable responses	5	4	5	6	5	8	2	12	7	2
	Favorable responses	94	95	95	93	95	91	98	87	92	97
	No opinion	1	1	0	1	1	1	1	1	1	1

4th year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
4th year	SC-CSH	Health Centre Residency I	8	✓
	C	Medicine I Residency	17	✓
	C	Maternal and Child Health Residency	17	✓
	C	Clinical Neurosciences	10	✓
	C / P / CBB	From the Clinic to Molecular Biology I	3	✓
	CBB / SC-CSH / P / C	Option Projects III	4	✓
	SC-CSH	Vertical Domains IV	1	✓
TOTAL			60	

Legend

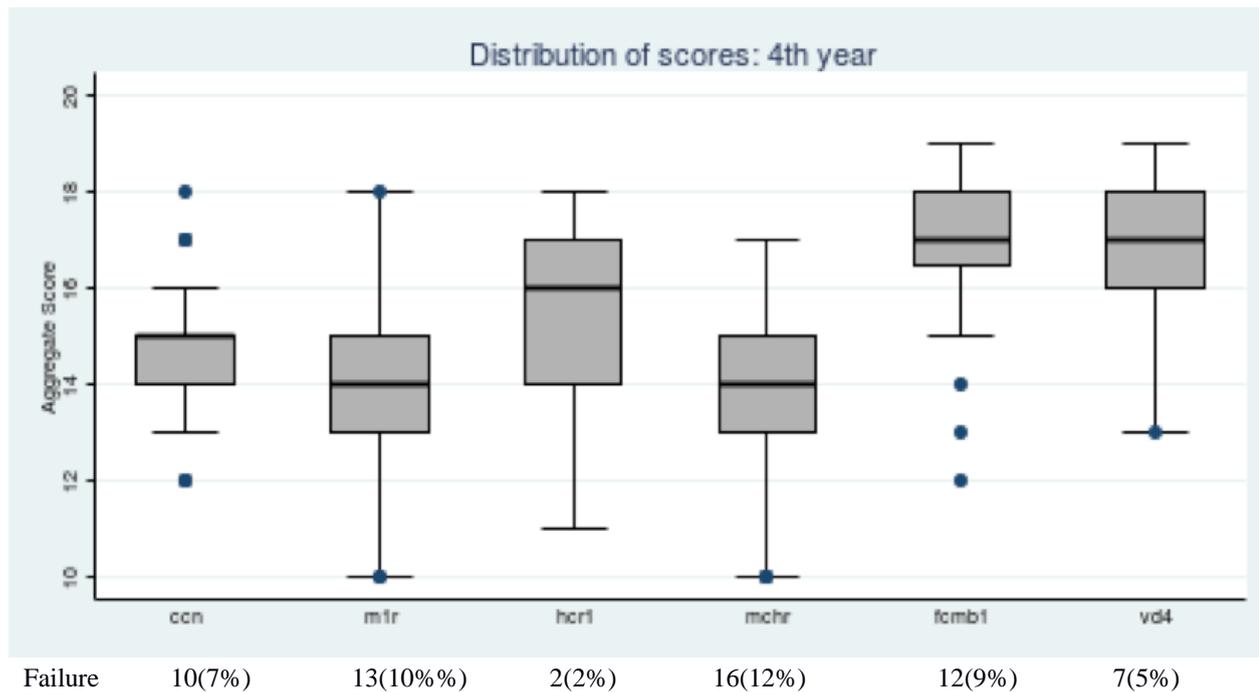
ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

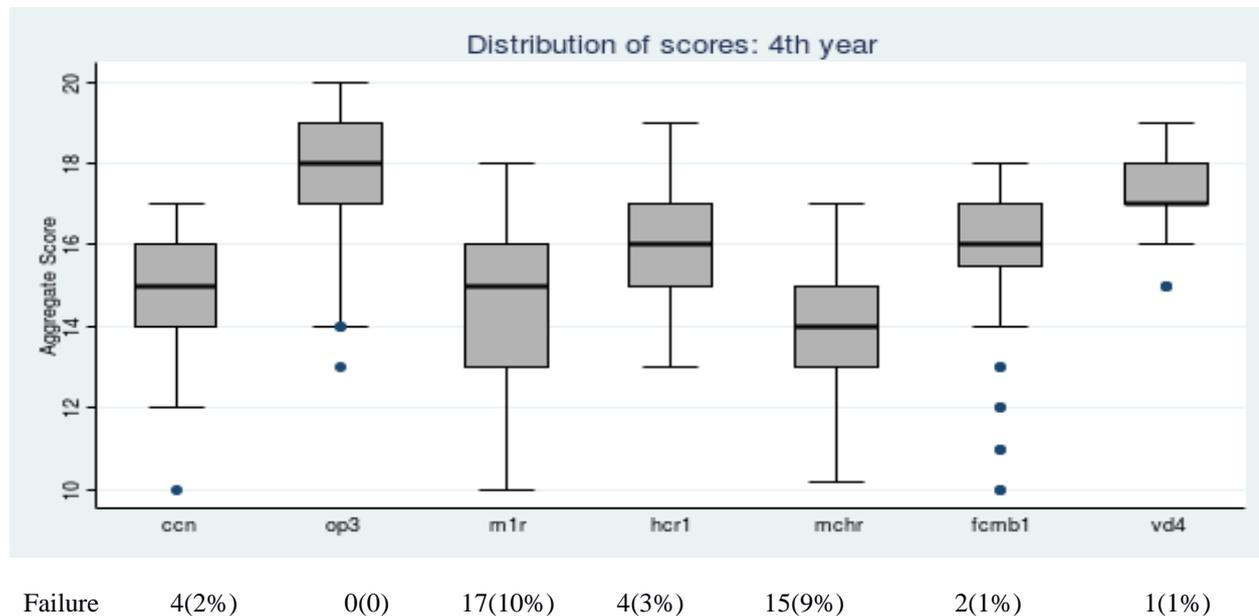
SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Distribution of Student Scores (*)

2014-2015



2015-2016



Legend

CCN – Clinical Neurosciences

M1R – Medicine I Residency

OP3 – Option Project III

HCR1 – Health Centers Residency I

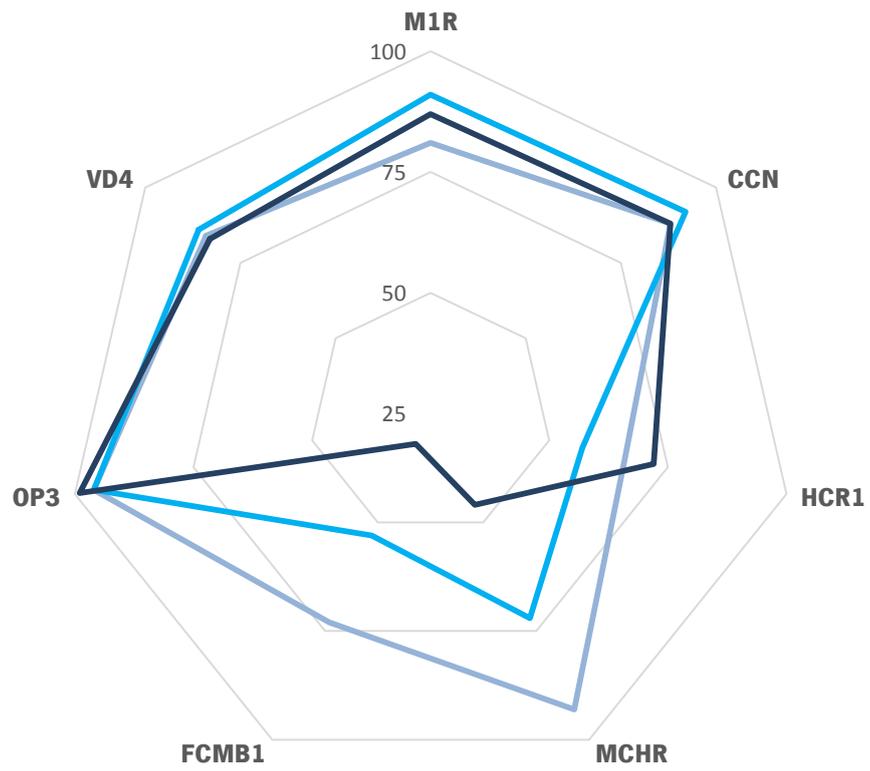
MCHR – Maternal and Child Health Residency

FCMB1 – From Clinical to Molecular Biology I

VD4 – Vertical Domains IV

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Medicine I Residency**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	2	2	3	2	3	3	3	0	2	2	0
	Strongly disagree	2	2	2	3	3	3	3	2	3	3	2	2
	Disagree	0	2	0	15	8	5	12	8	8	3	7	0
	Unfavorable responses	3	5	3	22	13	12	18	14	12	8	10	2
	Agree	20	32	15	46	35	28	28	34	44	30	25	18
	Strongly agree	50	42	43	24	38	43	37	36	36	38	42	48
	Completely agree	27	22	37	8	13	12	13	15	8	17	20	30
	Favorable responses	97	95	95	78	87	83	78	85	88	85	87	97
No opinion	0	0	2	0	0	5	3	2	0	7	3	2	
2014/2015	Unfavorable responses	2	5	1	28	16	11	9	6	4	7	8	1
	Favorable responses	98	95	99	72	81	88	91	93	94	92	91	98
	No opinion	0	0	0	0	3	1	1	1	2	1	2	1

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	1	2	2	3	3	1	4	2	1
	Strongly disagree	2	2	2	2	2	2	2	3	2	2
	Disagree	5	5	4	5	6	9	2	9	6	3
	Unfavorable responses	8	9	8	8	10	14	4	16	10	6
	Agree	19	20	16	16	19	21	10	20	18	19
	Strongly agree	21	21	20	20	20	18	22	15	21	23
	Completely agree	51	48	53	52	47	42	60	47	47	50
	Favorable responses	91	89	90	89	87	80	93	83	86	92
No opinion	1	2	2	3	3	6	3	2	4	2	
2014/2015	Unfavorable responses	6	6	4	2	6	11	1	9	5	4
	Favorable responses	93	93	94	96	92	85	97	89	93	95
	No opinion	1	1	2	2	2	4	2	2	2	1

Curricular Unit: **Clinical Neurosciences**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	3	0	0	2	0	0	2	0	0
	Strongly disagree	2	3	2	2	5	3	3	3	3	2	2	2
	Disagree	3	10	3	22	12	12	7	7	7	3	8	0
	Unfavorable responses	5	14	5	27	17	15	12	10	10	7	10	2
	Agree	25	28	27	20	32	24	37	37	44	29	24	29
	Strongly agree	42	33	37	32	27	36	27	31	22	36	36	42
	Completely agree	27	26	31	20	24	22	22	20	19	24	29	25
	Favorable responses	95	86	95	73	83	81	86	88	85	88	88	97
No opinion	0	0	0	0	0	3	2	2	5	5	2	2	
2014/2015	Unfavorable responses	4	9	2	25	15	10	28	10	10	12	8	3
	Favorable responses	96	91	98	75	84	90	72	90	88	87	92	97
	No opinion	1	0	0	1	1	0	0	0	3	1	0	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	2	0	1	0	2	0	2	2	1
	Strongly disagree	1	1	2	1	2	3	0	2	1	2
	Disagree	7	5	3	3	4	5	1	5	5	4
	Unfavorable responses	9	8	5	5	6	10	2	9	8	7
	Agree	14	10	7	6	9	16	5	9	8	8
	Strongly agree	28	20	16	19	20	15	14	17	19	19
	Completely agree	48	63	72	70	63	57	79	64	64	66
	Favorable responses	90	92	95	95	92	87	98	90	92	92
No opinion	0	0	0	0	1	3	0	0	0	0	
2014/2015	Unfavorable responses	5	8	7	5	9	11	3	10	9	6
	Favorable responses	93	91	92	94	90	85	96	89	90	93
	No opinion	1	1	1	1	1	4	1	1	1	1

Curricular Unit: **Health Centers Residency I**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	2	3	8	2	2	3	3	5	3	7	5
	Strongly disagree	0	2	2	13	5	5	2	2	5	2	3	3
	Disagree	7	5	8	17	8	3	15	7	5	3	13	12
	Unfavorable responses	8	8	13	38	15	10	20	12	15	8	23	20
	Agree	42	40	40	30	41	42	42	42	48	30	37	39
	Strongly agree	30	37	30	22	22	22	18	27	22	30	22	24
	Completely agree	20	15	15	10	17	27	20	17	10	25	13	14
	Favorable responses	92	92	85	62	80	90	80	85	80	85	72	76
No opinion	0	0	2	0	5	0	0	3	5	7	5	3	
2014/2015	Unfavorable responses	18	24	32	34	25	26	46	24	24	25	40	29
	Favorable responses	81	75	67	65	71	74	53	76	73	73	57	67
	No opinion	1	1	1	1	4	0	1	0	3	2	3	4

Evaluation of Clinical Tutors/Services

not applicable

Curricular Unit: **Maternal and Child Health Residency**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	10	25	3	39	35	12	19	22	13	15	22	8
	Strongly disagree	8	19	1	18	26	8	9	11	13	9	7	11
	Disagree	18	29	8	27	26	25	25	31	21	27	22	5
	Unfavorable responses	36	73	12	84	87	45	53	64	48	51	52	24
	Agree	41	17	36	12	8	38	29	21	34	24	29	41
	Strongly agree	16	4	30	2	3	10	10	9	11	16	15	31
	Completely agree	6	4	21	1	1	4	7	5	6	3	2	5
	Favorable responses	63	26	88	16	12	53	46	34	51	43	46	76
No opinion	1	1	0	0	1	2	1	1	1	7	2	0	
2014/2015	Unfavorable responses	15	26	7	38	58	28	34	22	25	22	26	6
	Favorable responses	85	74	93	61	41	70	65	77	72	76	72	93
	No opinion	0	0	0	1	1	2	1	1	3	2	2	1

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	2	2	1	2	3	1	3	2	2
	Strongly disagree	1	0	1	2	2	1	0	2	1	1
	Disagree	6	3	4	2	6	6	1	6	4	1
	Unfavorable responses	8	5	7	5	10	10	1	11	7	4
	Agree	20	17	15	15	14	21	12	19	15	15
	Strongly agree	27	30	23	27	27	23	23	22	27	31
	Completely agree	45	47	54	52	47	46	63	46	49	50
	Favorable responses	92	94	92	94	88	89	98	88	92	96
No opinion	0	1	1	1	1	1	1	1	2	0	
2014/2015	Unfavorable responses	13	11	8	7	14	13	4	17	9	7
	Favorable responses	86	87	90	90	83	83	93	81	86	91
	No opinion	1	2	2	3	3	4	4	2	5	2

Curricular Unit: **From Clinical to Molecular Biology I**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	12	12	16	27	10	19	10	10	19	7	19	19
	Strongly disagree	14	14	14	22	14	19	22	8	10	3	22	12
	Disagree	19	21	17	17	19	17	15	17	20	14	27	25
	Unfavorable responses	44	47	47	66	42	55	47	36	49	24	68	56
	Agree	32	33	36	20	20	24	27	36	27	28	19	23
	Strongly agree	8	9	14	10	8	14	15	12	8	24	10	18
	Completely agree	12	5	3	2	2	2	3	5	7	7	3	2
	Favorable responses	53	47	53	32	31	40	46	53	42	59	32	42
	No opinion	3	7	0	2	27	5	7	12	8	17	0	2
2014/2015	Unfavorable responses	28	28	32	54	23	30	35	22	40	12	46	44
	Favorable responses	72	70	67	45	72	67	64	76	54	85	53	55
	No opinion	0	2	1	1	5	4	1	2	6	3	1	1

Curricular Unit: **Option Projects III**

Overall Evaluation

Curricular Unit (specific items)		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	2	1	2	7	10	4	0	1
	Strongly disagree	0	1	0	2	14	2	0	1
	Disagree	7	7	6	7	24	7	1	2
	Unfavorable responses	9	9	8	16	49	13	1	4
	Agree	23	23	29	26	30	29	20	23
	Strongly agree	32	36	30	26	11	26	42	38
	Completely agree	36	27	28	31	10	30	37	34
	Favorable responses	91	86	87	82	51	84	99	96
No opinion	0	6	6	2	0	2	0	0	
2014/2015	Unfavorable responses	3	4	6	5	24	4	2	4
	Favorable responses	96	88	89	92	76	96	98	96
	No opinion	1	8	5	3	0	0	0	0

Curricular Unit: **Vertical Domains IV**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	3	5	4	4	5	-	2	3	3	-	6	9
	Strongly disagree	5	6	6	5	3	-	5	3	3	-	3	5
	Disagree	8	5	5	11	8	-	12	9	6	-	8	11
	Unfavorable responses	15	16	15	20	15	-	20	14	11	-	16	25
	Agree	48	48	54	48	42	-	43	51	44	-	39	46
	Strongly agree	25	21	22	20	25	-	23	21	23	-	28	19
	Completely agree	13	15	7	12	13	-	12	13	18	-	16	9
	Favorable responses	85	84	84	80	80	-	79	85	84	-	83	73
No opinion	0	0	1	0	5	-	1	1	5	-	1	2	
2014/2015	Unfavorable responses	11	10	20	19	14	-	16	11	12	-	12	20
	Favorable responses	89	90	79	81	82	-	84	87	83	-	86	76
	No opinion	0	0	1	0	4	-	0	2	5	-	2	4

5th year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
5th year	SC-CSH	Health Centre Residency II	13	✓
	C	Surgery Residency	18,5	✓
	C	Medicine II Residency	16	✓
	C	Optional Residencies	8,5	✓
	C / P / CBB	From the Clinic to Molecular Biology II	3	✓
	SC-CSH	Vertical Domains V	1	✓
			TOTAL	60

Legend

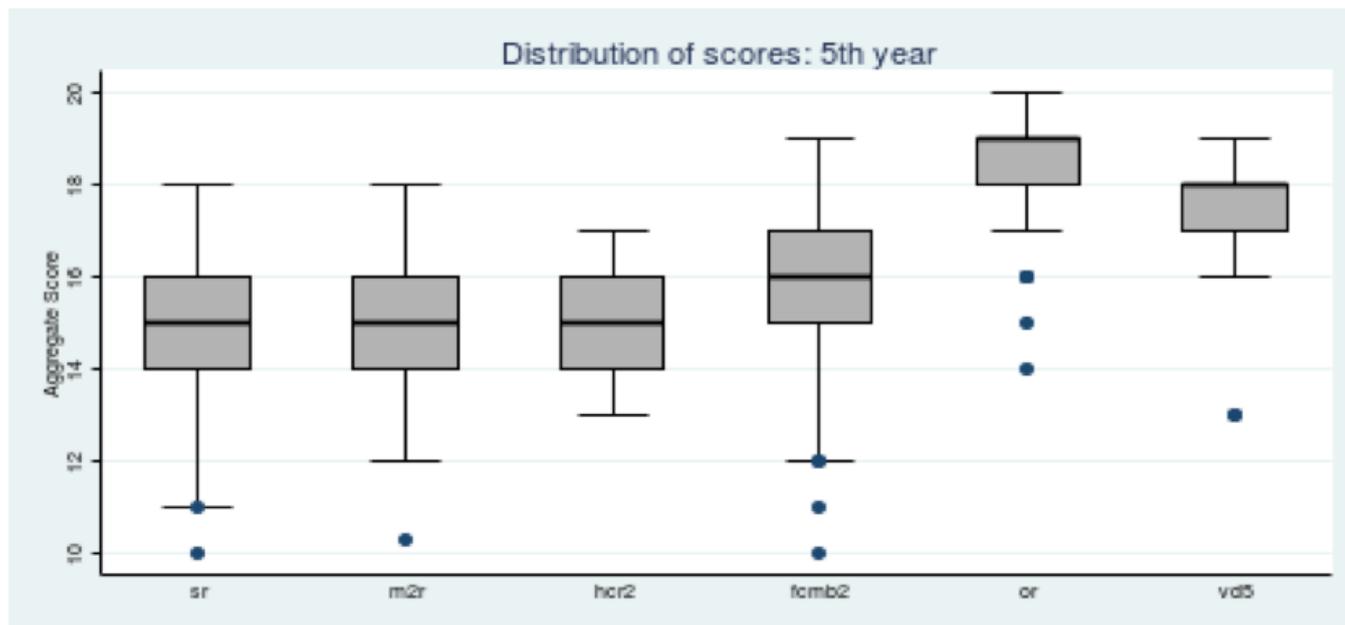
ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

SC-CSH - Community Health, Human and Social Sciences; P - Pathology

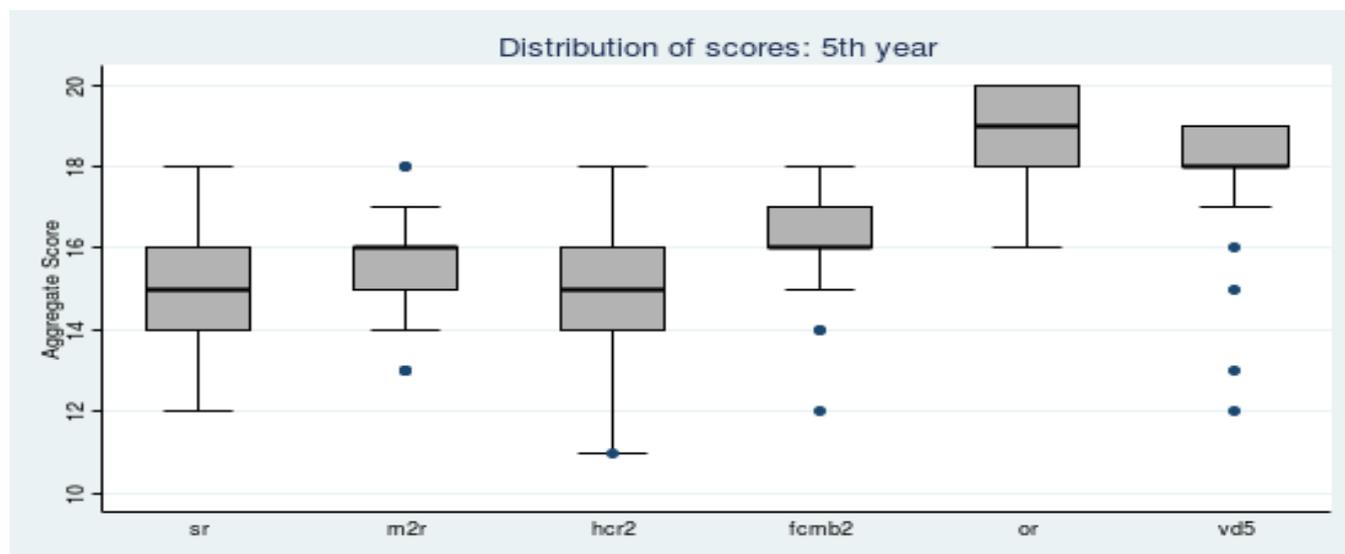
Distribution of Student Scores(*)

2014-2015



Failure 7(5%) 3(2%) 12(8%) 5(3%) 7(5%) 1(1%)

2015-2016



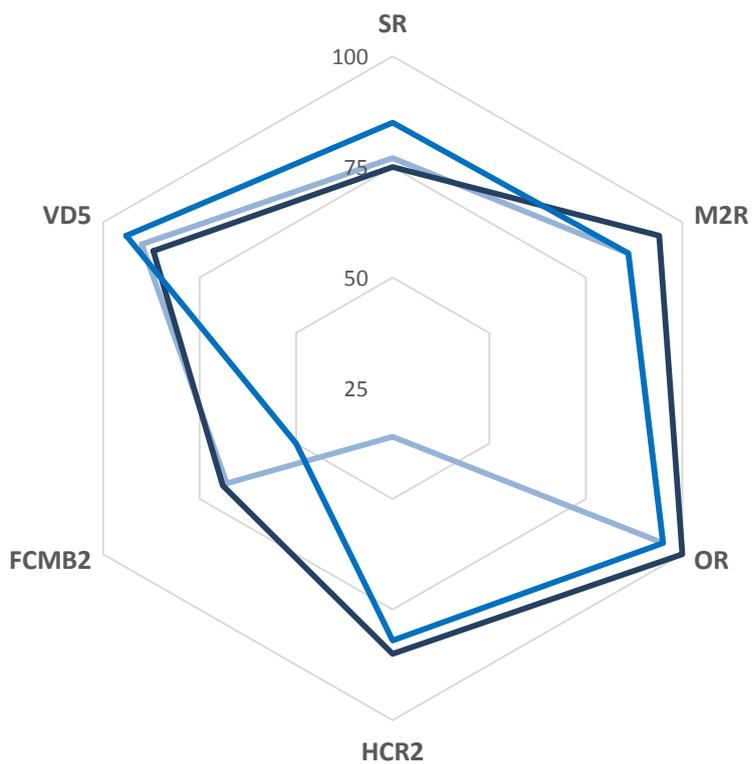
Failure 3(2%) 2(2%) 1(1%) 0(0) 0(0) 0(0)

Legend

- SR – Surgery Residency
- M2R – Medicine II Residency
- HCR2 – Health Centers Residency II
- OR – Optional Residencies
- FCMB2 – From Clinical to Molecular Biology II
- VD5 – Vertical Domains V

(*) Output provided by the database of ECS-UM Longitudinal Study

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Surgery Residency**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	9	1	0	2	1	1	1	0	0
	Strongly disagree	0	1	0	15	7	3	14	2	0	2	1	0
	Disagree	0	6	3	26	28	11	20	9	6	9	14	1
	Unfavorable responses	0	7	3	49	37	14	36	12	7	12	15	1
	Agree	35	44	26	26	36	46	38	52	56	57	51	33
	Strongly agree	54	42	51	20	19	29	20	28	27	23	27	47
	Completely agree	11	6	20	5	5	10	4	7	6	5	7	19
	Favorable responses	100	93	98	51	59	85	62	88	89	85	85	99
No opinion	0	0	0	0	4	1	2	0	4	2	0	0	
2014/2015	Unfavorable responses	2	14	4	46	24	20	32	15	12	16	22	7
	Favorable responses	98	85	96	53	66	78	67	84	83	81	75	93
	No opinion	0	1	0	1	10	2	1	1	5	3	3	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	3	2	2	2	3	4	1	4	3	2
	Strongly disagree	2	1	1	1	1	2	1	3	1	2
	Disagree	8	5	2	4	7	9	2	7	3	4
	Unfavorable responses	12	9	6	6	11	14	5	14	8	8
	Agree	18	21	16	16	21	20	14	16	18	17
	Strongly agree	35	36	31	31	29	28	30	32	29	36
	Completely agree	35	33	43	42	35	32	48	37	39	37
	Favorable responses	87	90	90	89	86	80	91	85	86	91
No opinion	1	1	4	4	3	5	4	1	6	1	
2014/2015	Unfavorable responses	9	8	6	4	10	10	2	11	7	6
	Favorable responses	90	90	92	93	87	84	95	86	89	93
	No opinion	2	2	2	3	3	6	3	2	3	2

Curricular Unit: **Medicine II Residency**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	6	5	0	0	0	0	2	2	2
	Strongly disagree	0	2	0	12	6	2	9	2	0	0	5	0
	Disagree	0	6	0	20	9	6	14	3	0	12	6	0
	Unfavorable responses	0	8	0	38	20	8	23	5	0	14	12	2
	Agree	32	35	25	30	35	47	38	50	39	46	53	32
	Strongly agree	56	50	57	23	31	26	23	29	47	28	26	42
	Completely agree	12	8	18	8	9	17	15	15	12	9	8	23
	Favorable responses	100	92	100	61	75	89	76	94	98	83	86	97
No opinion	0	0	0	2	5	3	2	2	2	3	2	2	
2014/2015	Unfavorable responses	2	12	2	52	30	19	24	15	5	11	18	5
	Favorable responses	98	86	98	48	67	79	75	84	92	84	77	94
	No opinion	0	2	0	0	3	2	1	1	3	4	5	1

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	0	0	1	1	0	0	1	0	0
	Strongly disagree	3	0	0	0	0	0	0	1	0	0
	Disagree	9	5	3	2	5	10	2	6	6	3
	Unfavorable responses	13	6	3	3	6	11	3	8	7	4
	Agree	17	19	17	15	19	22	12	21	16	21
	Strongly agree	35	31	25	29	27	26	24	23	26	31
	Completely agree	34	44	55	52	47	37	60	47	50	43
	Favorable responses	86	94	97	97	93	85	97	91	91	95
No opinion	1	0	0	0	1	4	0	1	2	1	
2014/2015	Unfavorable responses	11	9	7	6	10	14	3	11	8	7
	Favorable responses	87	89	91	92	87	80	95	86	88	91
	No opinion	2	2	2	2	3	6	2	3	3	2

Curricular Unit: **Health Centers Residency II**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	3	2	0	0	3	3	6	2	0	3	8	2
	Strongly disagree	0	6	0	6	6	5	2	6	0	3	2	0
	Disagree	3	15	2	6	18	6	25	6	3	8	6	3
	Unfavorable responses	6	23	2	12	28	14	32	14	3	14	15	5
	Agree	22	23	16	22	28	33	29	41	31	32	31	14
	Strongly agree	47	32	47	40	23	23	18	28	38	35	35	46
	Completely agree	25	20	36	25	17	27	18	17	25	17	15	34
	Favorable responses	94	75	98	86	68	83	66	86	94	85	82	94
	No opinion	0	2	0	2	5	3	2	0	3	2	3	2
2014/2015	Unfavorable responses	7	20	3	20	18	12	30	14	8	17	14	2
	Favorable responses	93	79	97	80	79	87	70	84	92	80	85	98
	No opinion	0	1	0	0	3	1	0	2	0	3	1	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	0	2	0	2	0	0	0	0	2	2
	Strongly disagree	0	0	2	0	2	2	2	2	0	0
	Disagree	0	0	0	0	0	2	3	0	2	0
	Unfavorable responses	0	2	2	2	2	3	5	2	3	2
	Agree	6	6	3	6	8	8	3	5	5	8
	Strongly agree	28	15	11	20	14	11	23	12	12	13
	Completely agree	66	77	85	72	75	78	69	82	78	78
	Favorable responses	100	98	98	98	97	97	95	98	95	98
	No opinion	0	0	0	0	2	0	0	0	2	0
2014/2016	Unfavorable responses	4	0	1	2	2	3	2	1	2	0
	Favorable responses	96	100	99	98	98	97	98	99	98	100
	No opinion	0	0	0	0	0	0	0	0	0	0

Curricular Unit: **Optional Residencies**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	-	3	-	-	0	-	-	0	-	0	0
	Strongly disagree	0	-	0	-	-	0	-	-	3	-	3	3
	Disagree	5	-	0	-	-	8	-	-	3	-	0	0
	Unfavorable responses	5	-	3	-	-	8	-	-	5	-	3	3
	Agree	18	-	13	-	-	13	-	-	18	-	13	13
	Strongly agree	38	-	30	-	-	40	-	-	45	-	28	28
	Completely agree	38	-	55	-	-	38	-	-	33	-	55	58
	Favorable responses	93	-	98	-	-	90	-	-	95	-	95	98
No opinion	3	-	0	-	-	3	-	-	0	-	0	0	
2014/2015	Unfavorable responses	2	-	1	-	-	4	-	-	4	-	0	1
	Favorable responses	98	-	99	-	-	94	-	-	95	-	100	99
	No opinion	0	-	0	-	-	2	-	-	1	-	0	0

Curricular Unit: **From Clinical to Molecular Biology II**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	3	6	18	8	16	15	8	3	5	13	11
	Strongly disagree	10	5	6	15	6	5	10	3	5	3	8	2
	Disagree	15	23	21	31	13	27	23	21	15	10	26	29
	Unfavorable responses	26	31	34	64	27	48	47	32	23	18	47	42
	Agree	47	44	42	16	45	24	34	42	42	44	35	29
	Strongly agree	23	16	16	13	19	21	13	19	24	24	10	19
	Completely agree	5	5	8	7	5	5	6	6	8	8	5	5
	Favorable responses	74	65	66	36	69	50	53	68	74	76	50	53
	No opinion	0	5	0	0	3	2	0	0	3	6	3	5
2014/2015	Unfavorable responses	9	11	21	21	9	10	10	7	9	5	28	22
	Favorable responses	91	88	78	79	79	84	90	87	89	92	69	76
	No opinion	0	1	1	0	12	6	0	6	2	4	3	2

Curricular Unit: **Vertical Domains V**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	0	0	0	0	3	-	0	0	3	-	0	3
	Strongly disagree	6	0	0	8	6	-	0	0	0	-	0	3
	Disagree	6	11	6	6	8	-	6	9	3	-	6	14
	Unfavorable responses	11	11	6	14	17	-	6	9	6	-	6	19
	Agree	42	47	58	39	39	-	37	37	43	-	50	36
	Strongly agree	31	25	19	31	28	-	40	37	29	-	28	28
	Completely agree	17	17	14	17	17	-	17	17	20	-	17	14
	Favorable responses	89	89	92	86	83	-	94	91	91	-	94	78
No opinion	0	0	3	0	0	-	0	0	3	-	0	3	
2014/2015	Unfavorable responses	8	10	13	13	15	-	11	7	7	-	11	20
	Favorable responses	91	89	84	86	82	-	88	92	89	-	87	77
	No opinion	1	2	3	1	3	-	1	1	5	-	2	3

6th year

	SCIENTIFIC AREA	CURRICULAR UNITS	ECTS	AVAILABLE
5th year	SC-CSH	Health Centre Residency - Final Training	10,5	✓
	C	Hospital Residencies - Final Training	39,5	✓
	C / P / CBB	From the Clinic to Molecular Biology III	3	✓
	CBB / SC-CSH / P / C	Option Projects - Final Training	7	✓
TOTAL			60	

Legend

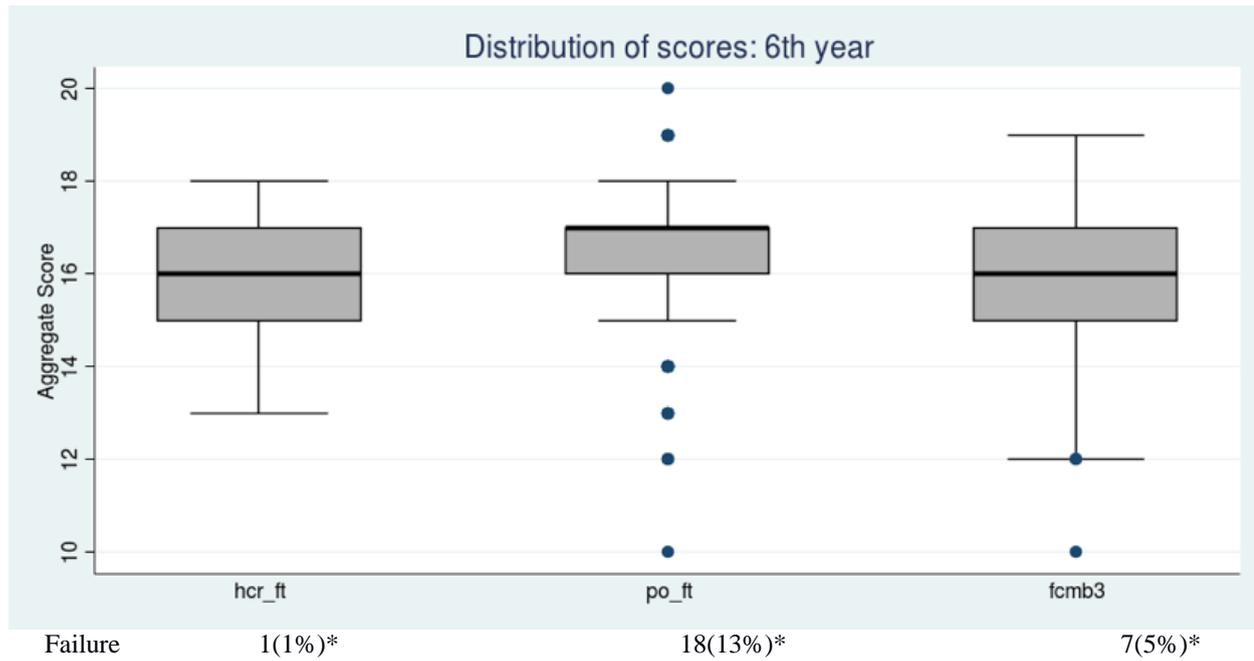
ECTS - European Credit Transfer Units

C - Clinical; CBB –Biological and Biomedical Sciences;

SC-CSH - Community Health, Human and Social Sciences; P - Pathology

Distribution of Student Scores(*)

2014-2015



2015-2016

In process

Legend

HCR_FT – Health Centers Residency - Final Training

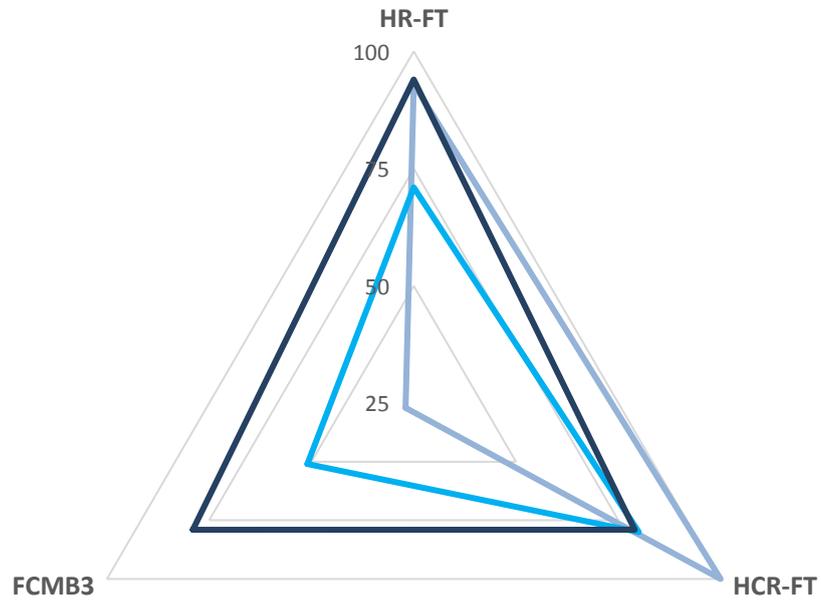
PO_FT – Option Projects - Final Training

HR_FT – Hospital Residencies - Final Training

FCMB3 – From Clinical to Molecular Biology III

(*) Output provided by the database of ECS-UM Longitudinal Study.

Student responses to the item “Globally, I consider the curricular unit is excellent”



— 2013/2014 — 2014/2015 — 2015/2016

Curricular Unit: **Health Centers Residency – Final Training**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	2	4	0	0	1	2	4	3	0	3	3	0
	Strongly disagree	3	4	2	3	7	8	8	5	1	9	6	3
	Disagree	6	10	3	9	8	10	15	11	5	12	9	3
	Unfavorable responses	11	19	5	12	16	21	28	19	6	25	19	6
	Agree	22	26	15	25	25	31	38	26	22	43	41	25
	Strongly agree	40	38	37	33	36	28	21	37	43	21	25	38
	Completely agree	26	16	40	29	20	19	12	16	27	10	14	28
	Favorable responses	88	80	93	87	80	77	71	79	92	74	80	91
No opinion	1	1	2	1	3	2	1	2	2	1	1	3	
2014/2015	Unfavorable responses	8	22	5	8	23	19	24	14	5	20	19	7
	Favorable responses	92	78	95	92	76	81	76	86	95	78	79	93
	No opinion	0	0	0	0	1	1	0	0	0	2	2	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	2	2	2	2	2	1	2	1	1
	Strongly disagree	0	0	0	0	1	1	0	0	1	1
	Disagree	2	1	1	1	1	2	0	1	2	1
	Unfavorable responses	3	3	3	3	4	5	1	3	4	3
	Agree	9	6	1	7	5	6	8	7	6	6
	Strongly agree	19	12	14	12	10	12	9	8	9	12
	Completely agree	68	79	82	78	81	77	82	82	81	79
	Favorable responses	97	97	97	97	96	95	99	97	96	97
No opinion	0	0	0	0	0	0	0	0	0	0	
2014/2015	Unfavorable responses	5	4	2	4	2	3	2	2	3	1
	Favorable responses	94	95	98	96	98	96	98	98	97	99
	No opinion	1	1	0	0	0	1	0	0	0	0

Curricular Unit: **Hospital Residencies - Final Training**

Overall Evaluation

		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	discordo completamente	3	5	1	3	10	4	5	4	1	4	4	1
	discordo bastante	2	4	0	3	10	3	4	4	3	5	5	1
	discordo	12	25	5	8	24	17	9	15	5	13	19	10
	Respostas Desfavoráveis	17	33	6	14	44	24	17	23	9	21	27	12
	concordo	29	26	36	43	22	32	46	36	41	40	33	37
	concordo bastante	31	30	33	24	24	28	22	27	30	24	22	29
	concordo completamente	22	10	25	17	8	12	13	13	19	10	16	21
	Respostas Favoráveis	82	67	94	84	54	73	81	76	90	74	71	87
sem opinião	1	0	0	2	2	4	2	1	1	5	2	1	
2014/2015	Respostas Desfavoráveis	7	11	4	9	10	10	4	5	3	5	6	3
	Respostas Favoráveis	93	89	96	91	83	87	93	92	97	88	94	97
	sem opinião	0	0	0	0	7	3	3	3	0	7	0	0

Evaluation of Clinical Tutors/Services

Tutors/Services		1	2	3	4	5	6	7	8	9	10
2015/2016	Completely disagree	1	1	1	1	1	2	0	2	1	1
	Strongly disagree	2	2	2	2	3	3	1	3	3	1
	Disagree	5	6	5	4	7	7	3	6	6	4
	Unfavorable responses	7	10	8	8	10	12	5	11	10	6
	Agree	18	16	17	18	15	19	14	18	16	18
	Strongly agree	23	25	22	23	24	21	23	21	21	24
	Completely agree	52	48	51	50	50	46	56	49	50	50
	Favorable responses	92	89	90	91	88	86	93	88	87	93
No opinion	1	1	2	2	1	2	2	1	3	1	
2014/2015	Unfavorable responses	7	8	5	5	8	10	3	11	7	6
	Favorable responses	90	89	90	89	86	83	91	86	87	91
	Completely disagree	3	3	5	5	6	7	6	3	6	3

Curricular Unit: **From Clinical to Molecular Biology III**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8	9	10	11	12
2015/2016	Completely disagree	4	2	8	8	4	8	7	5	5	3	12	10
	Strongly disagree	4	4	5	5	7	7	3	2	1	3	6	7
	Disagree	13	17	15	21	13	10	15	8	7	9	30	21
	Unfavorable responses	21	23	28	34	24	25	25	15	13	15	48	38
	Agree	28	26	34	35	36	35	36	37	30	34	29	31
	Strongly disagree	28	32	21	20	23	22	21	27	35	28	13	19
	Completely agree	23	17	15	11	14	10	18	19	19	22	9	9
	Favorable responses	79	75	70	66	73	67	75	83	84	84	51	60
No opinion	0	2	2	0	3	8	0	2	3	1	1	2	
2014/2015	Unfavorable responses	14	11	16	17	14	12	10	9	14	9	20	18
	Favorable responses	84	84	83	83	82	80	88	87	83	87	79	80
	No opinion	2	5	1	1	4	8	2	4	3	4	1	2

Curricular Unit: **Option Projects - Final Training**

Overall Evaluation

Curricular Unit (nuclear items)		1	2	3	4	5	6	7	8
2015/2016	Completely disagree	1	4	5	1	61	12	0	2
	Strongly disagree	1	8	2	8	17	10	1	7
	Disagree	3	8	8	15	16	12	7	14
	Unfavorable responses	5	20	15	24	95	34	8	23
	Agree	24	34	34	32	0	24	22	30
	Strongly disagree	42	33	41	29	3	20	38	27
	Completely agree	28	12	10	15	2	17	33	20
	Favorable responses	95	79	85	76	5	61	92	77
No opinion	0	1	0	0	0	5	0	0	
2014/2015	Unfavorable responses	2	21	16	14	77	26	5	15
	Favorable responses	97	79	83	85	22	69	95	83
	No opinion	1	0	1	1	1	5	0	2

STUDENTS ADMITTED/REGISTERED 2015-2016

Purpose

This document presents a socio-demographic descriptive analysis of the students registered in the Medical degree of the School of Health Sciences of University of Minho. The document compares the new class of 2015-2016 incoming students with all students from previous years, offering a perspective on the evolution of the sociodemography of Minho's students. The data were collected by Medical Education Unit at the moment of students' admission, as part of the Longitudinal Study of the School of Health Sciences.

Organization

The document presents tables with descriptive statistics (number and percentage) for individual socio-demographic variables. The tables also present the numbers and Sample (representativeness) rates for individual classes, and for the total sample, in the columns shaded in gray (Sample (representativeness)). Rates below 100% reflect the existence of "missing values" in the longitudinal study data.

Used abbreviations:

SHS/UM – School of Health Sciences of University of Minho

NAP – National Admission Process

SAR – Special Admission Regimes

SAP – Special Admission Process

GPA – Grade Point Average

Reference sample: registered students

Table 1: Population totals used in representativeness calculations across the document

Track	Forms of Admission	Admission academic years			
		2001/2010	2010/2015	2015/2016	Total
Original	NAP: general contingent – 1 st phase	584	558	113	1255
	NAP: general contingent – 2 nd phase	3	13	4	20
	NAP: general contingent – 3 rd phase	1	2	1	4
	NAP: general contingent - complaints	1	1	0	2
	NAP: general contingent	589	574	118	1281
	NAP: islands contingent– 1 st phase	46	15	5	66
	NAP: handicapped contingent– 1 st phase	11	6	0	17
	NAP: emigrants contingent– 1 st phase	14	6	0	20
	NAP: military contingent– 1 st phase	3	1	0	4
	NAP: other contingents: complaints	4	0	0	4
	NAP: Other contingents - total	78	28	5	111
	NAP: All contingents – 1st phase	658	586	118	1362
	Total National Admission Process	667	602	123	1392
	SAR: athletes	12	3	0	15
	SAR: diplomats	2	2	0	4
	SAR: Portuguese Speaking African Countries	0	7	3	10
	SAR: Timor	0	1	0	1
	SAR: Total	14	13	3	30
	SAP: graduates	18	6	0	24
	Transfers	5	1	0	6
	Reinstatement	0	3	0	3
	Extraordinary Legislation	2	0	0	2
	Total of other processes of admission	39	23	3	65
Total	706	625	126	1457	
Alternative	SAP: graduate-entry students**	0	74	18	92
	Reinstatement	0	1	0	1
	Aveiro	0	10	0	10
	Total	0	85	18	103
Original & Alternative	Total	706	710	144	1560

* the alternative track began in 2011-2012.

Results

A. Admitted students

A.1. High school and graduate entry tracks

Table 2: Admitted students: all

	Academic Year of Admission							
	2001/2010		2010/2015		2015/2016		Total	
	N	%	N	%	N	%	N	%
Total of valid registrations	706	98%	710	97%	144	99%	1560	98%
Did not register	3	0%	10	1%	2	1%	15	1%
Registered but applied for transfer during the 1st year	5	1%	4	1%	0	0%	9	1%
Registered but changed degrees in another phase of the NAP	5	1%	4	1%	0	0%	9	1%
Registered but canceled registration	1	0%	6	1%	0	0%	7	0%
Total of invalid registrations	14	2%	24	3%	2	1%	40	3%
Sample (representativeness)	720	100%	734	100%	146	100%	1600	100%

* Includes Readmission: 2 in 2011/2012; 1 in 2012/2013; 1 in 2013/2014

B. Registered students

B.1. High school entry track

B.1.1. National admission process: 1st phase: registered students

Figure 1: Student option for SHS/UM: all NAP contingents (The SHS/UM was my # option)

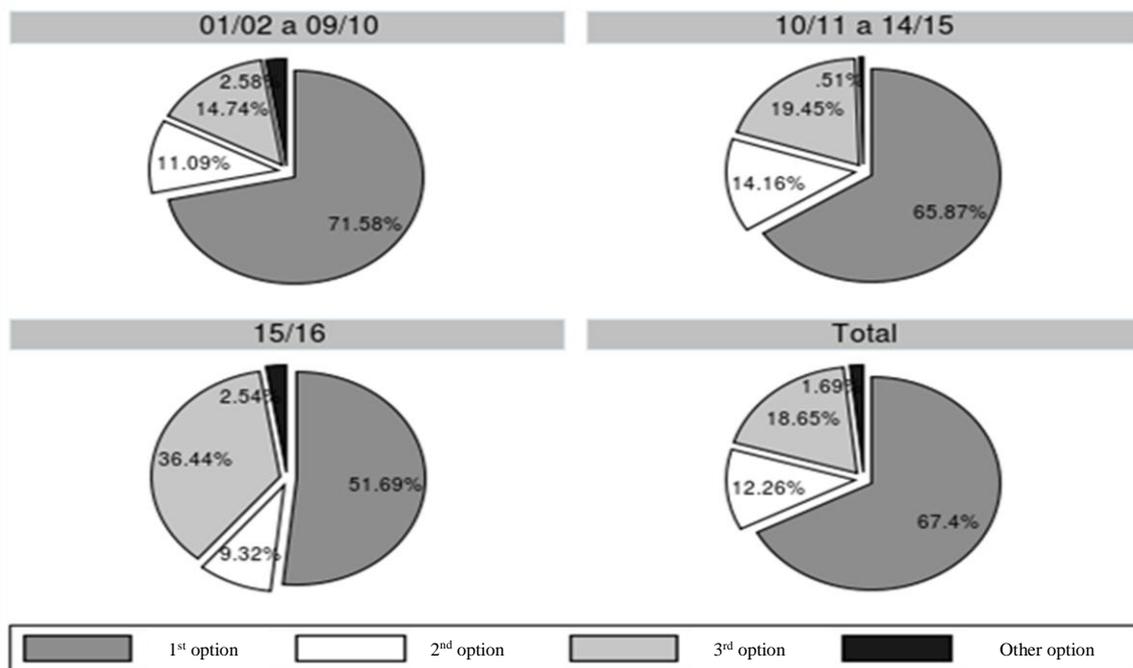


Figure 2: Student option for SHS/UM: NAP general contingent (The SHS/UM was my # option)

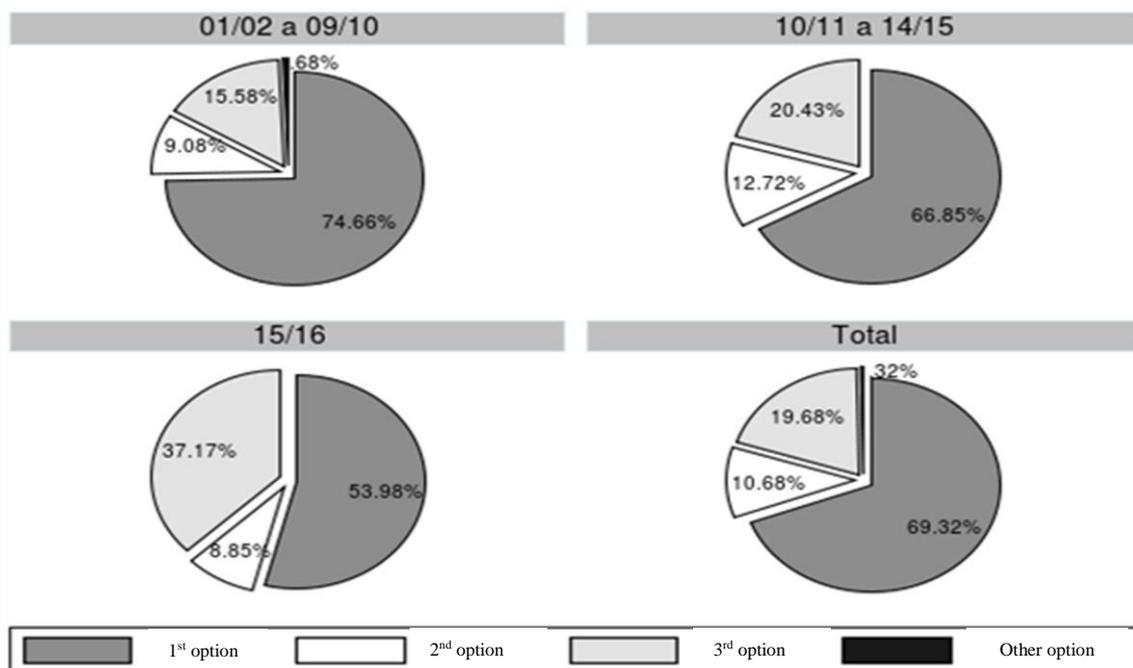


Table 3: Grade point average: general contingents

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2010	186,25	3,29	181,00	197,30	584	100%
2010/2015	184,48	3,81	178,70	195,70	558	100%
2015/2016	185,93	2,98	183,20	196,50	113	100%
Total	185,43	3,61	178,70	197,30	1255	100%

Table 4: Grade point average: other contingent

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2010	162,44	10,72	140,20	183,00	74	100%
2010/2015	170,43	7,26	156,30	188,70	28	100%
2015/2016	168,80	2,54	166,30	172,50	5	100%
Total	164,83	10,29	140,20	188,70	107	100%

Figure 3: Type of secondary school attended in the 12th grade: all contingents

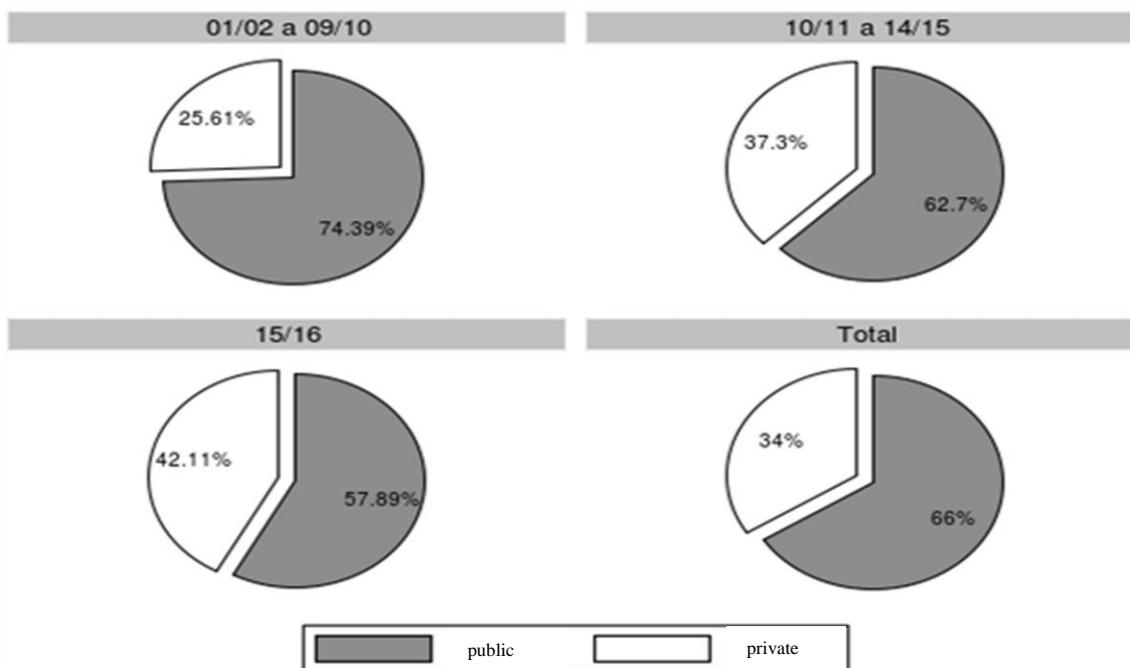
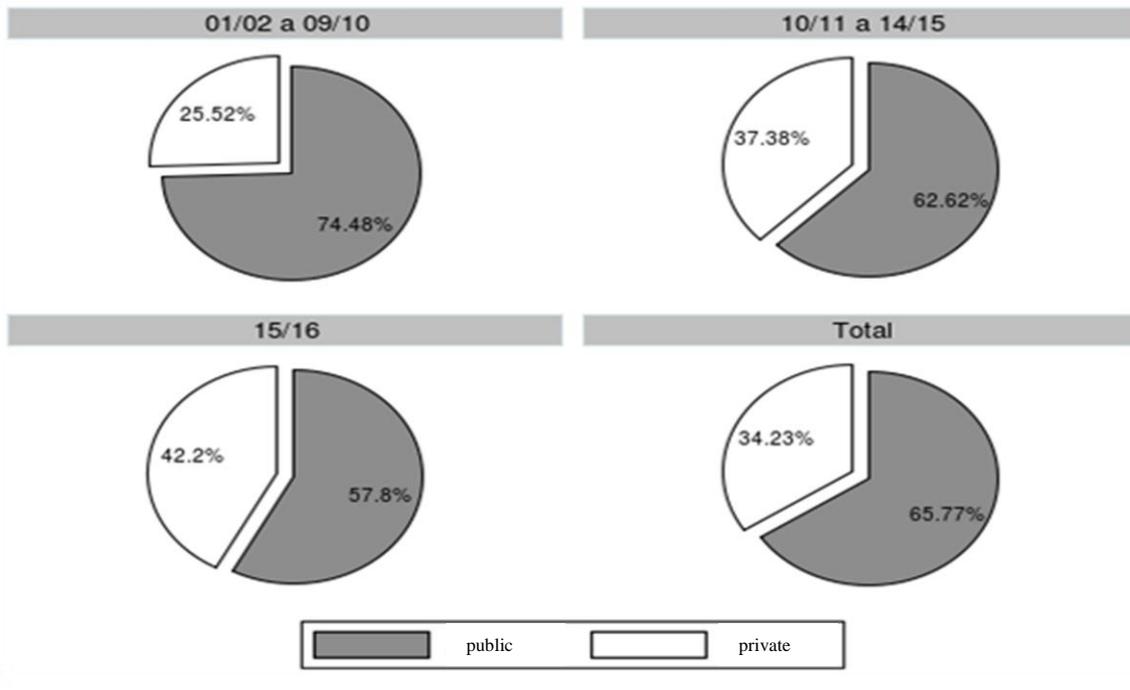


Figure 4: Type of secondary school attended in the 12th grade: general contingent



B.1.2.all admission processes: all registered students

Figure 5: Student Gender

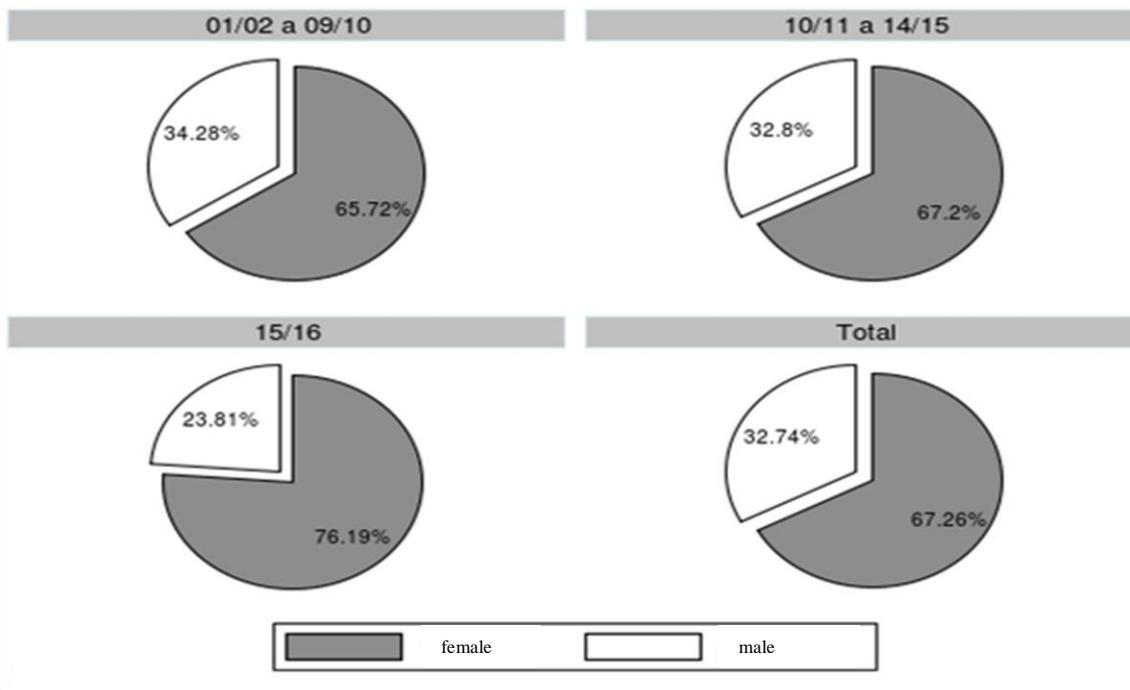


Table 5: Student age

	2001/2016					
	N	%	M	DP	Min	Max
NAP	1335	95%	18.74	1.34	16.88	38.14
SAR	30	2%	18.44	0.91	17.02	21.89
SAP: graduated	23	2%	28.57	3.32	24.07	40.59
Transfers and Reinstatement	8	1%	24.14	4.31	17.77	29.18
Extraordinary legislation	2	0%	18.84	0.15	18.74	18.95
Sample (representativeness)	1398	96%	18.92	1.93	16.88	40.59

Figure 6: Student nationality

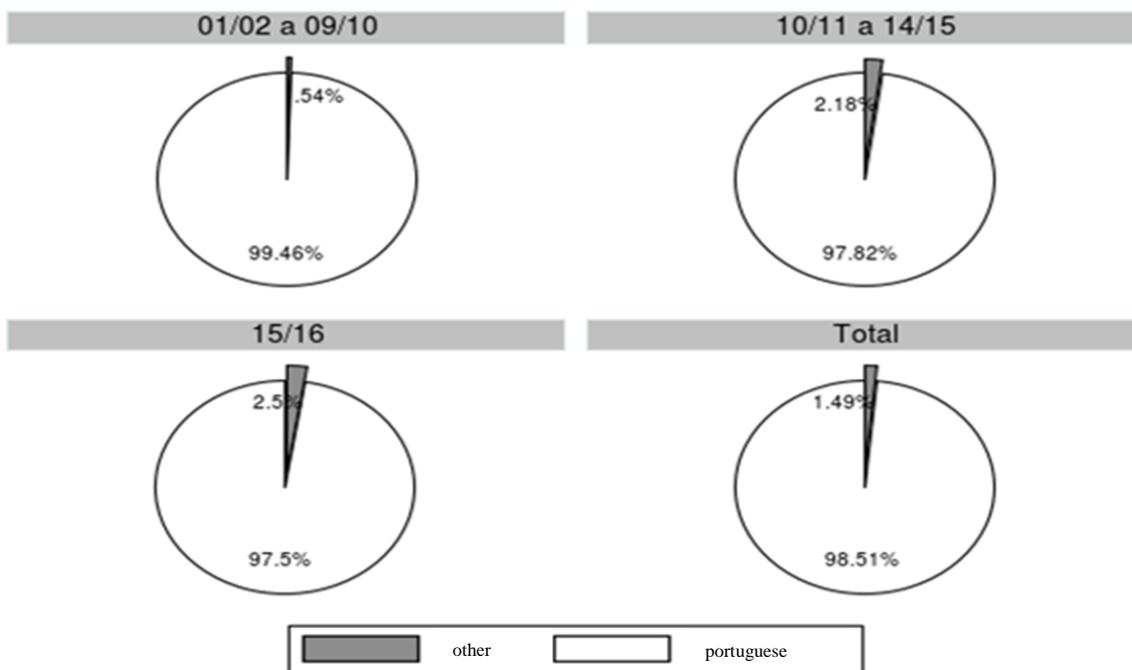


Figure 7: District of origin

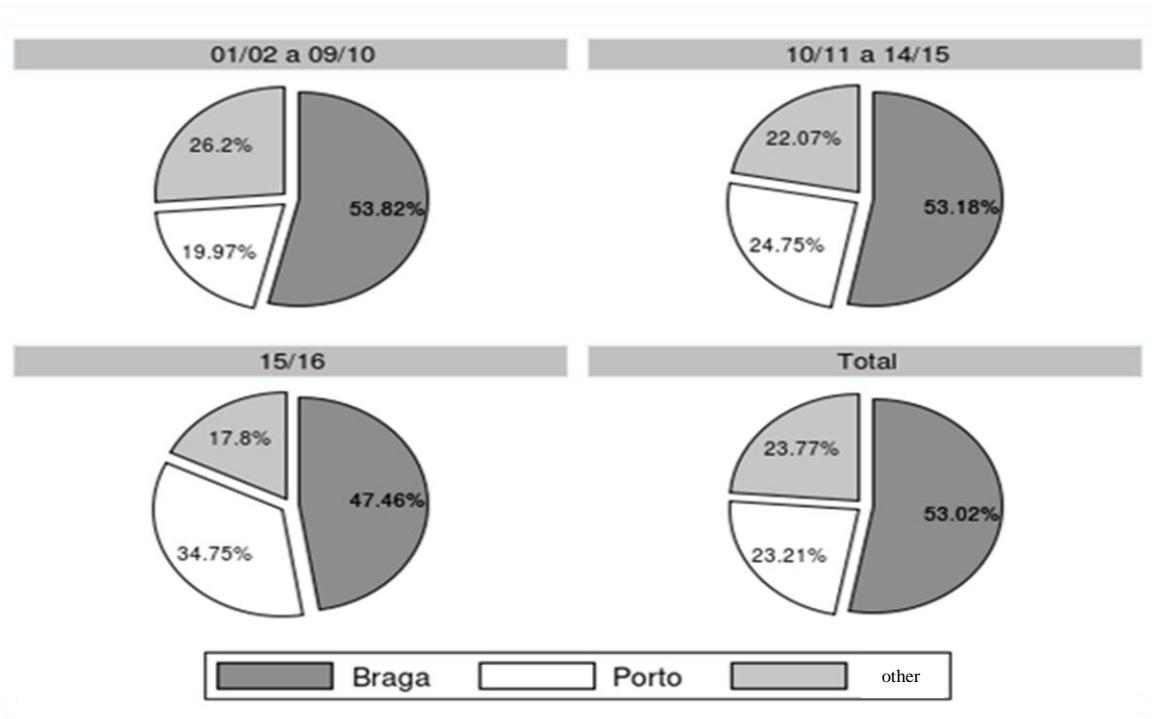


Figure 8: Student admission: moving away from the family home (study in SHS/UM meant I had to leave the family home)

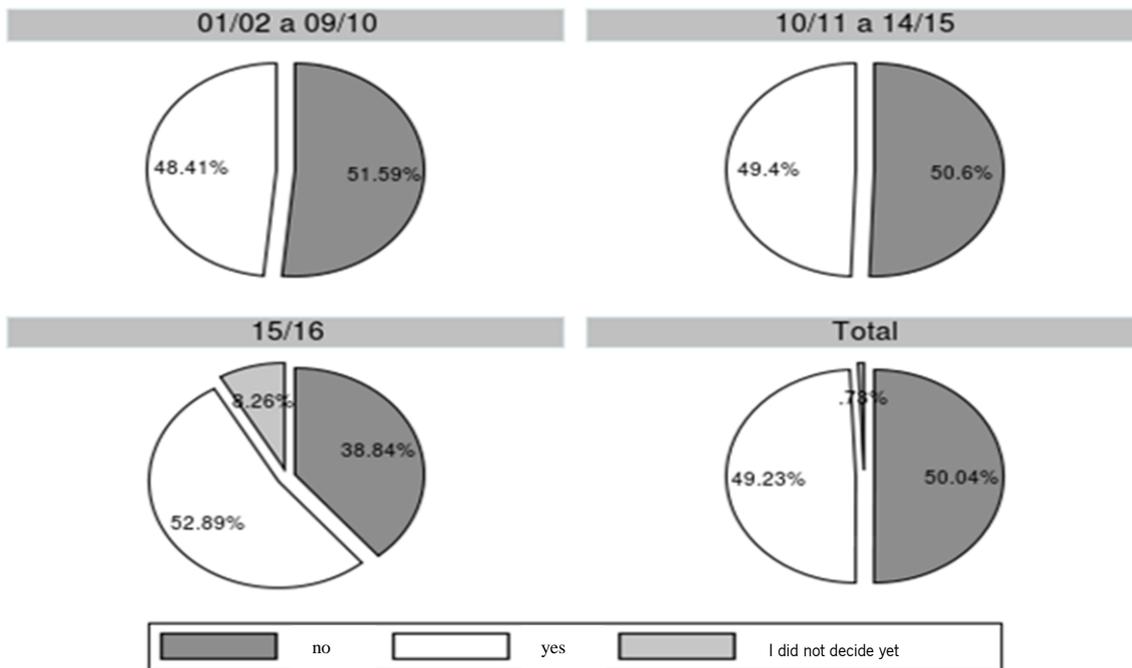


Figure 9: Student registration in higher education: 1st time

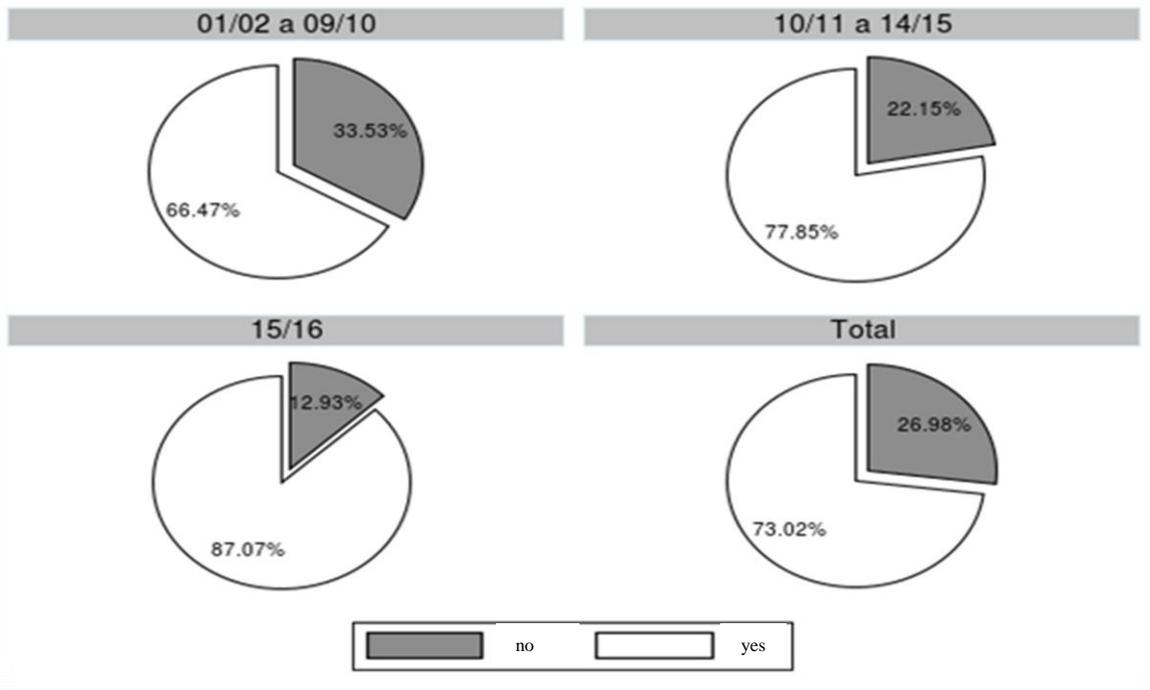


Table 6: Factors that influenced student decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	81%	92%
To have the required classifications	5%	55%
Parents and/or relatives influence	2%	50%
Former or actual students information	1%	35%
Friends influence	1%	21%
Family tradition	1%	8%

Table 7: Factors that influenced student decision to choose SHS/UM

Factor	1st Factor	One of the four relevant factors
Geographical proximity	42%	78%
Quality of learning/teaching process	24%	68%
Prestige of the degree	8%	49%
I liked the learning/teaching methods	8%	38%
I liked the curriculum of the degree	6%	30%
Grade point average in the previous year	5%	21%
Parents and/or relatives influence	3%	21%
Former or actual students information	1%	16%
Economic resources owned	2%	15%

Table 8: Student educational background on admission

	Academic Year of Admission					
	2001/2015		2015/2016		Total	
	N	%	N	%	N	%
Secondary school	1249	97%	121	100%	1370	98%
Higher education - bachelor	3	0%	0	0%	3	0%
Higher education – “licenciatura”	23	2%	0	0%	23	2%
Postgraduate - Master	4	0%	0	0%	4	0%
Postgraduate - PhD	5	0%	0	0%	5	0%
Sample (representativeness)	1284	96%	121	96%	1405	96%

Table 9: Student educational background on admission (before and after the SAPG)

	Academic Year of Admission					
	2001/2007		2008/2016		Total	
	N	%	N	%	N	%
Secondary school	318	99%	1052	97%	1370	98%
Higher education - bachelor	0	0%	3	0%	3	0%
Higher education – “licenciatura”	3	1%	20	2%	23	2%
Postgraduate - Master	0	0%	4	0%	4	0%
Postgraduate - PhD	0	0%	5	0%	5	0%
Sample (representativeness)	321	96%	1084	96%	1405	96%

Figure 10: Student employment status on admission

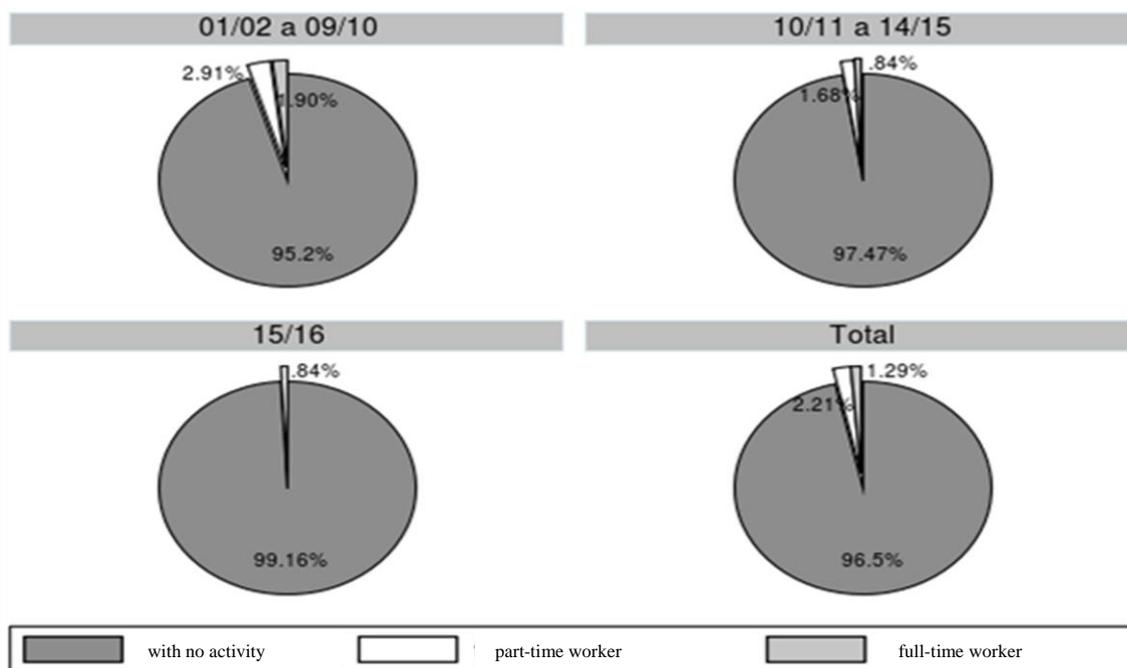


Table 10: Student father educational background

	Father		Mother	
	N	%	N	%
No qualifications	0	0%	1	0%
1st cycle of basic education	167	11%	138	9%
2nd cycle of basic education	113	8%	111	8%
3rd cycle of basic education	218	15%	172	12%
High school	323	22%	256	18%
Higher education - bachelor	69	5%	104	7%
Higher education – “licenciatura”	396	27%	513	35%
Postgraduate - Master	74	5%	85	6%
Postgraduate - PhD	36	2%	22	2%
Sample (representativeness)	1396	96%	1402	96%

B.2. Graduate entry track

B.2.1. Registered students

Table 11: Admission Process: all registered students

	Academic Year of Admission					
	2011/2015		2015/2016		Sample (representativeness)	
	N	%	N	%	N	%
SAP: graduates	74	87%	18	100%	92	100%
Reinstatement	1	1%	0	0%	1	100%
Total	85	100%	18	100%	103	100%

C.2. Registered students: all registered students: except extraordinary Aveiro Transfers

Table 12: Information about previous degrees

Academic Year of Admission	Number of curricular years of previous degree					Number of years it took to complete the previous degree					Note of previous track final grade				
	N	%	Min.	Max.	Mean	N	%	Min	Max.	Mean	N	%	Min.	Max.	Mean
2011/2012	20	24%	4	6	4.4	20	24%	4	6	4.5	20	24%	14	17	15.0
2012/2013	17	20%	3	6	4.6	17	20%	3	6	4.6	17	20%	14	17	15.1
2013/2014	17	20%	3	6	4.4	17	20%	3	6	4.6	16	19%	14	18	14.9
2014/2015	15	18%	2	6	3.9	15	18%	2	6	3.8	16	19%	14	18	15.5
2015/2016	16	19%	2	6	3.8	15	18%	2	5	3.7	16	19%	14	17	15.4
Sample (representativeness)	85	91%	2	6	4.2	84	90%	2	6	4.3	85	91%	14	18	15.2

Figure 11: My previous degree was my # option

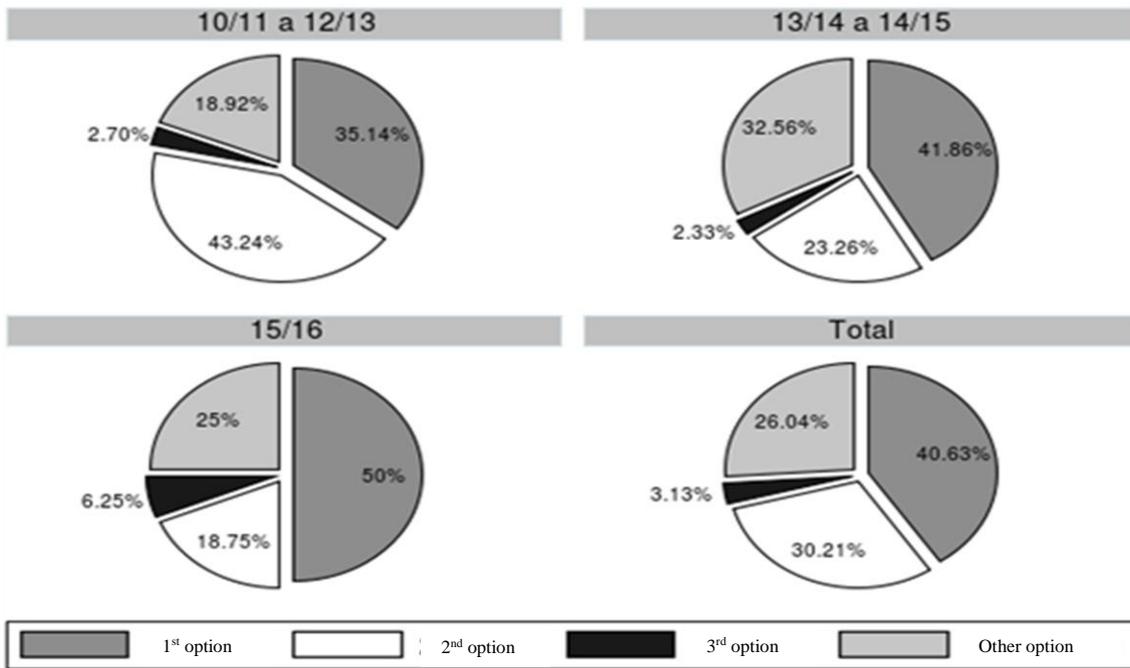


Figure 12: Medical Degree: When admitted to the previous degree, Medicine was my # option

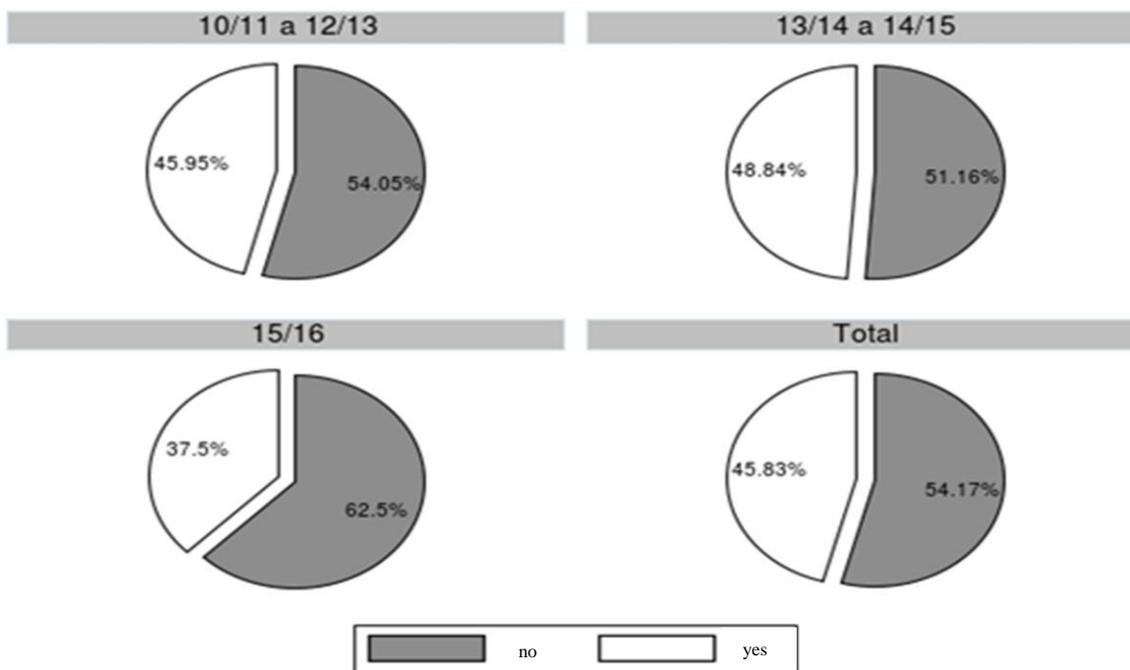


Figure 13: Student option for SHS/UM: The SHS/UM was my # option

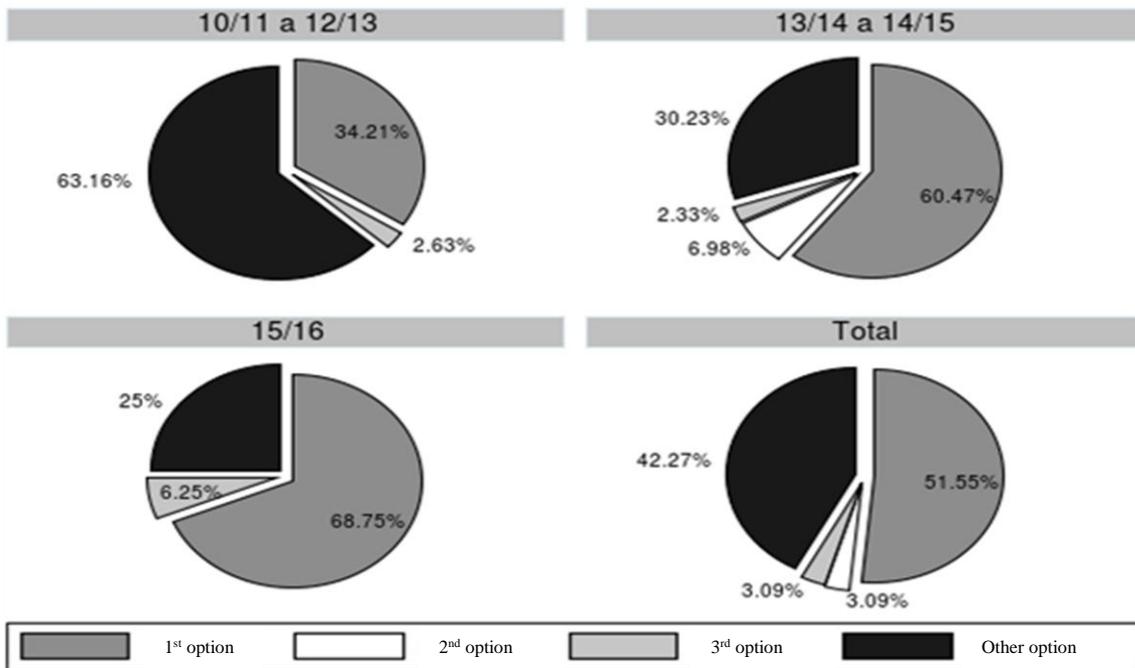


Figure 14: Present year: The student applied to other medical degrees

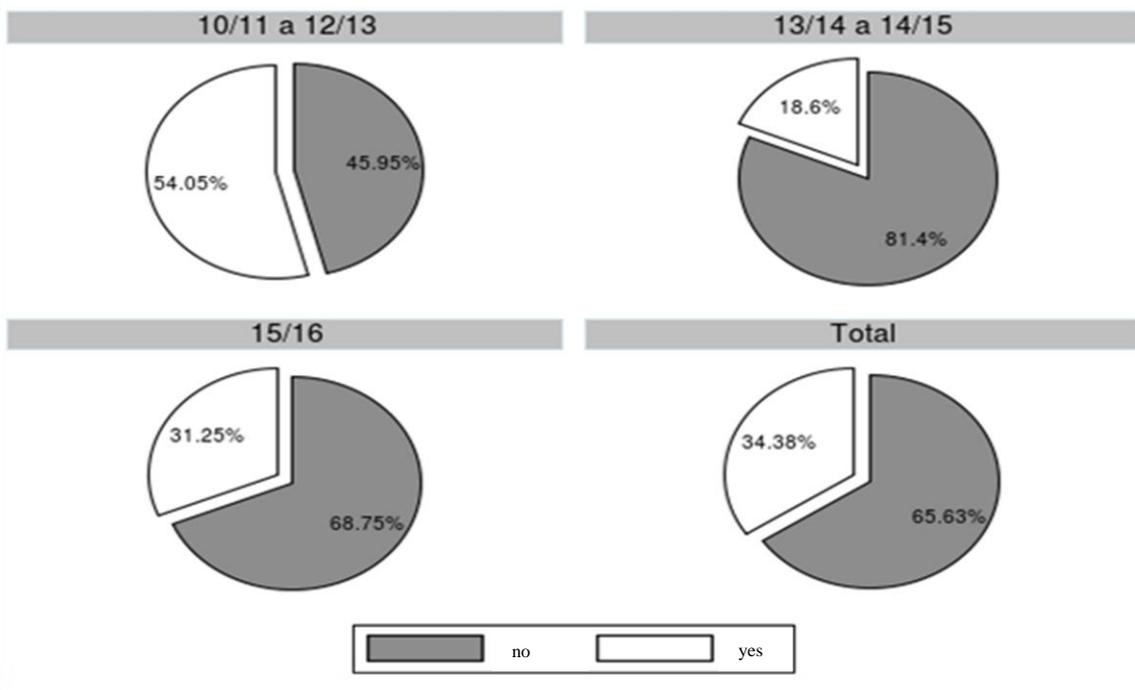


Table 13: Factors that influenced student decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	83%	87%
Aspiration for a stable professional future	4%	79%
Stable professional track	0%	67%
Dissatisfaction with the previous/current professional activity	0%	59%
Former or actual students information	0%	39%
Higher employment rate	0%	39%
Parents and/or relatives influence	1%	27%

Table 14: Factors that influenced student decision to choose SHS/UM

Factor	1st Factor	One of the four relevant factors
Quality of learning/teaching process	23%	61%
Geographical proximity	25%	57%
Prestige of the degree	6%	45%
Track duration	5%	35%
I liked the learning/teaching methods	5%	35%
Method of selection	9%	33%
I liked the curriculum of the degree	9%	30%
Grade point average in the previous year	4%	13%

Figure 15: Student admission: moving away from the family home (study in SHS/UM meant I had to leave the family home)

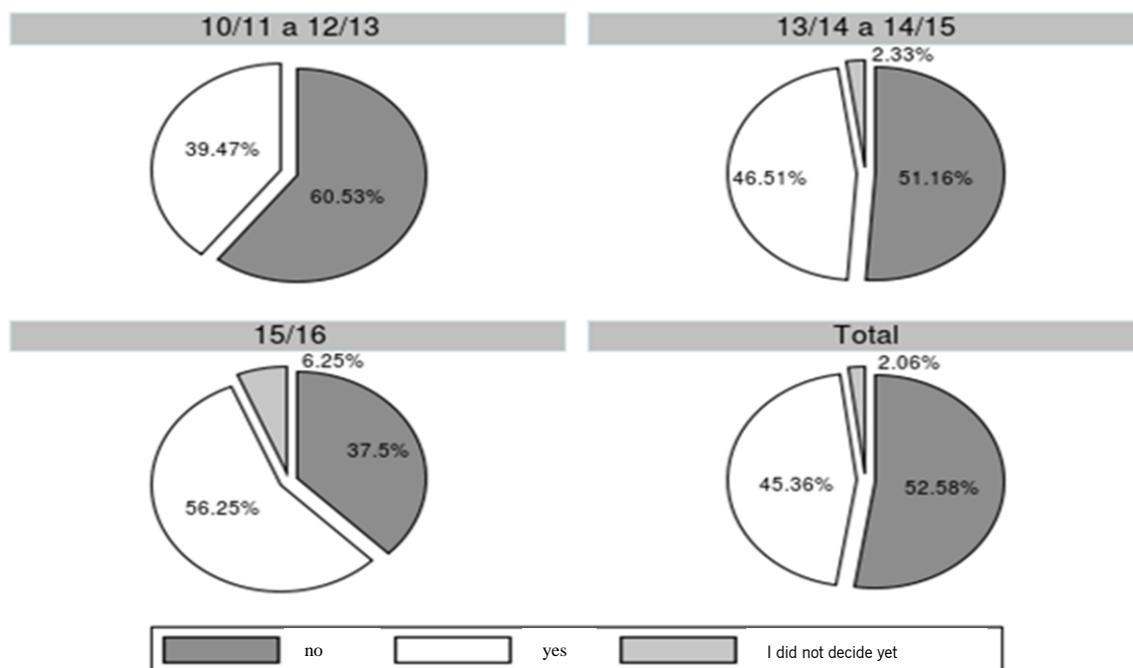


Figure 16: Student Gender

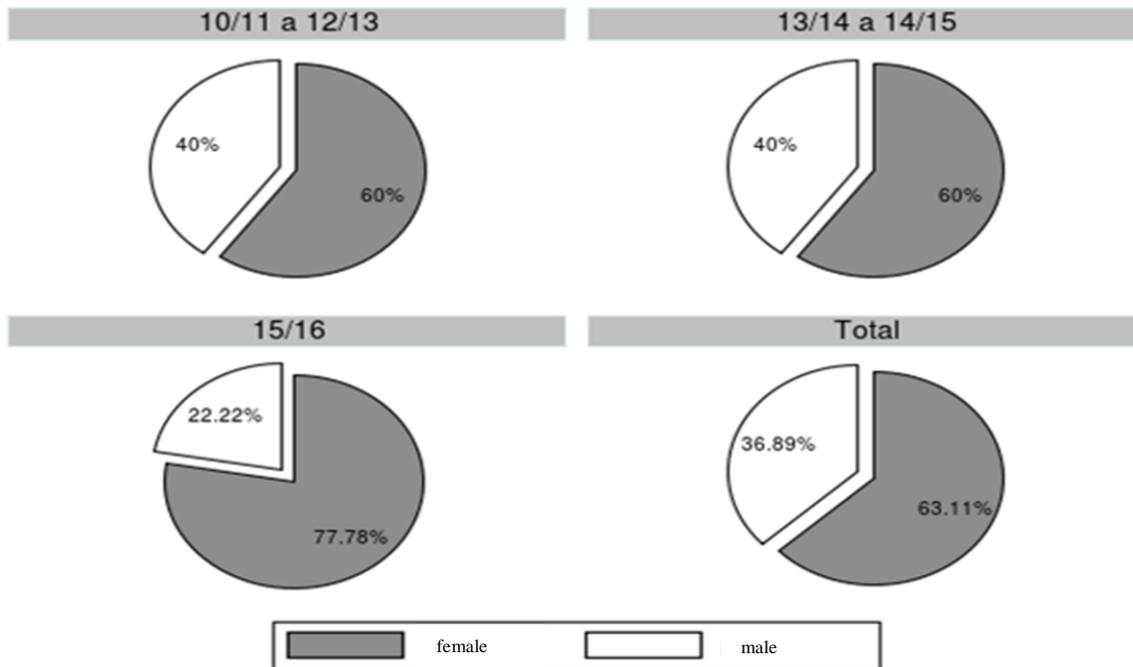


Table 15: Student age

Academic year of Admission	N	%	M	DP	Min	Máx
2011/2012	21	25%	28,70	4,61	23	37
2012/2013	18	21%	27,82	4,20	22	35
2013/2014	16	19%	27,82	3,14	24	33
2014/2015	16	19%	28,23	4,69	22	36
2015/2016	14	16%	26,48	5,50	21	39
Sample (representativeness)	85	91%	27,89	4,42	21	39

Figure 17: District of origin

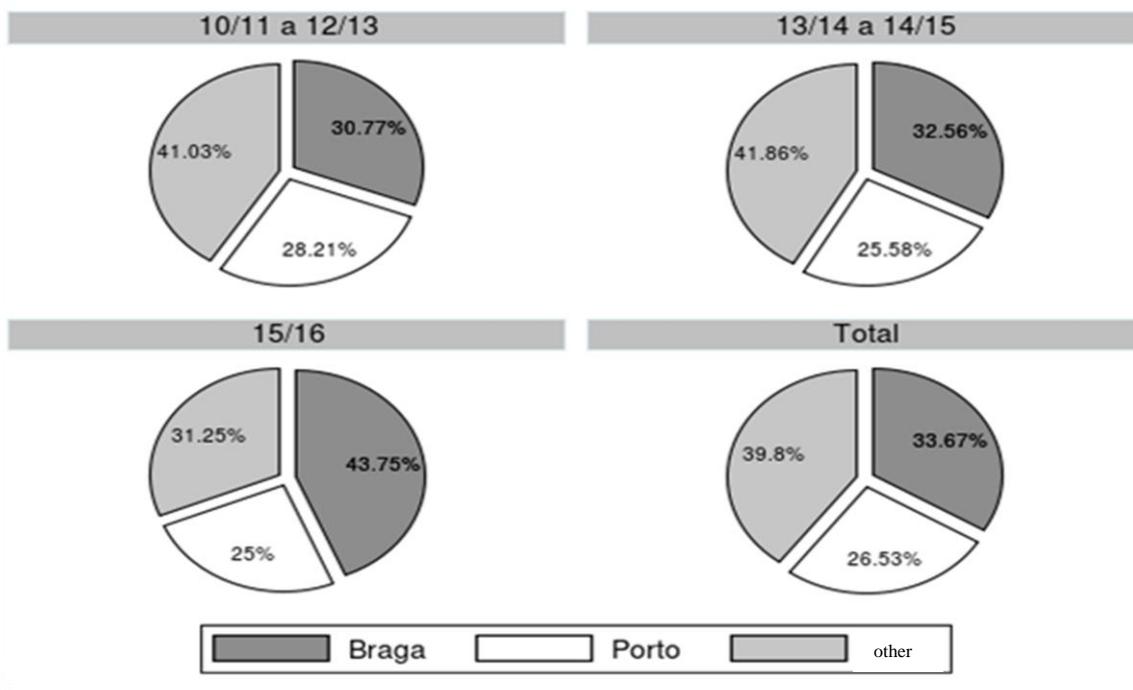


Figure 18: Type of secondary school where the student completed the 12th year: all contingents

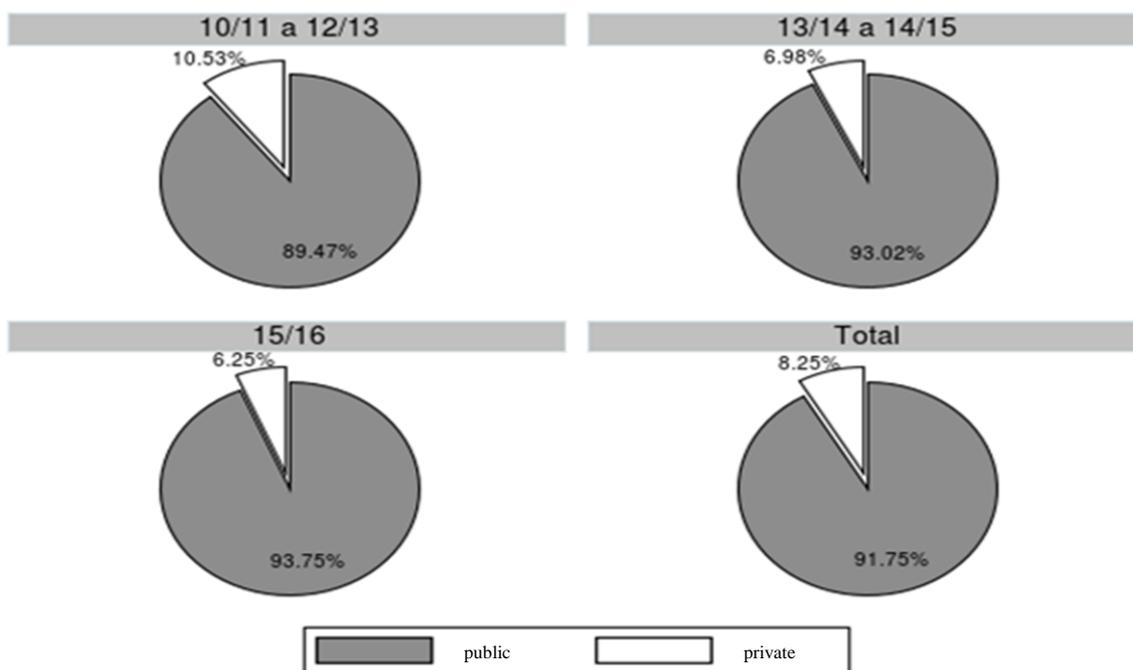


Table 16: Student educational background on admission

	Academic year of Admission					
	2011/2015		2015/2016		Total	
	N	%	N	%	N	%
higher education – “licenciatura”	45	63%	12	75%	57	65%
Postgraduate - Master	23	32%	3	19%	26	30%
Postgraduate - PhD	4	6%	1	6%	5	6%
Sample (representativeness)	72	96%	16	89%	88	95%

Table 17: Previous Track

Área Científica	N	%
Nursing	15	18%
Clinical analysis, Pathology Anatomy and Physiotherapy	16	19%
Biology, Biochemistry and Biomedical	26	31%
Pharmaceutical Sciences and Nutrition	18	21%
Veterinary Medicine and Dental Medicine	4	5%
Others	6	7%

Figure 19: Student employment status on admission

