



School of Medicine

ANNUAL REPORT

2017–2018

ANNEX IV – Snapshot Medical Degree-Assessment of the Academic Year

2017-2018

University of Minho



University of Minho
School of Medicine

INTEGRATED MASTER IN MEDICINE

2018 – A SNAPSHOT

EVALUATION OF THE ACADEMIC YEAR 2017-2018

UNIVERSITY OF MINHO
School of Medicine
Medical Education Unit

FOREWORD

This document provides an overview of the medical degree at the School of Medicine, University of Minho (EM-UMinho), during the academic year 2017/2018. It describes in detail the admitted cohort, the performance of the students and their opinion about the curricular units and their teachers/supervisors. However, this gives only a partial idea of the achievements of the medical degree. Indeed, we are extremely committed to assess and improve the well-being of students, and have created a commission to support students in difficulties (CA'A). We made an effort to standardize and improve our assessment practices, under the supervision of an assessment evaluation commission (CAVAV). We are working hard to increase the amount but, most important, the quality of feedback we provide to students. And, as we celebrate our 18th admission cohort, we are preparing a major curriculum change. We want to prepare the doctors of tomorrow's medical care, not those of the past, and as medicine is evolving rapidly, so must we. Our Minho2020 curriculum will be radically different and bold: much more customizable, with a greater emphasis on learning to learn, focused on health outcomes and health systems, and profoundly human. As we reach maturity, we want to keep the energy and the will of the youth, and permanently improve our performance in the pursuit of our most noble mission: increase the quality of healthcare by training excellent physicians.

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1.ADMISSIONS

In 2017/2018, the overall results were similar to previous years, with 927 applicants, approximately 8 applicants/available place¹. There were 121 students admitted through the National Admissions Process in the 1st phase (contingents: general n=115 and islands/immigrants n=6), of which 73% had the University of Minho as top preference (75% in the previous year). Admissions grade point averages (GPAs) showed no significant differences from the previous years, varying from 154.5 (other contingents) to 195.2 (general contingent) in a scale 0-200. The lowest admission grade for the general contingent (M 184.8; SD 3.5) was 181.3. The new students were predominantly women (73%) aged between 18 to 28 (mean 19.38; SD 0.98) years old. Fifty nine percent of the students studied in public high schools. The factors that most influenced students to choose the EM-UMinho were the geographical proximity (55%) and the quality of learning/teaching process (52%). This might explain why only 27% students originate from districts in the country other than Braga (56%) and Porto (18%). Nevertheless, 49% of the students left their family homes. More detailed information can be found in the appendix.

Regarding the alternative track, there were 188 applicants to the academic year 2017/2018, (10 applicants/ available place). The U Minho was top preference for most of the 18 new graduate entry students (71%). Forty four percent of students held a master degree and the scientific areas previous academic training are pharmaceutical sciences and nutrition (47%), biology, biochemistry and biomedical (33%), clinical analysis, pathology anatomy and physiotherapy (13%) and nursing (1%). They were mostly women (72.2%) aged from 22 to 39 years old (mean 29.25; SD 4.71). The factors that most influenced the choice of EM-UMinho were: quality of learning/teaching process (56%) and the geographical proximity (44%). The majority of students originated from the district of Braga (44%). For 28% of students, entering the EM-UMinho medical degree implied moving away from home.

2.TEACHING AND LEARNING

2.1 Academic Performance

Typically, an individual student final academic performance combines performance in written assessments, skill examinations and attitudinal observations, defined in the corresponding assessment methodologies.

According to the University regulations, failing students are classified in two categories: i. the non-attendants who do not comply to attendance criteria; ii. Academic failures, who achieve below 50% of the maximum GPA (20 points).

The overall success rates were very high. The overall mean was 95% with a standard deviation of 4%. There was a general trend of increase in successful performance from the initial to the last year of the degree, and the smallest

¹ Source: DGES: (accessed 19 July, 2018)

and largest success rates were year 1 (91%) and 6 (99%). This is a traditional trend reflecting the progressive adaptation of the students to the schools' teaching and learning approaches.

"Functional and Organic Systems I" was, again, the course with the highest student failure rates (12% in 2016-2017 and 13% in 2017-2018). Failure rates decreased in "Option Project II" (10%, to 2%) and increased in "Introduction to the Medical Degree Course" (2% to 10%).

With respect to students in the alternative track successfully completed the assessment program of "Introduction to Clinical Medicine". 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 2018-2019, these students will converge with the 4th year of the original track.

2.2 Students evaluations of curricular units, teachers and tutors/services

Student evaluations (SE) were obtained through a systematic process using questionnaires adapted to the EM-UMinho, approved by the School's Scientific Council in 2006. The questionnaires are administered by the Medical Education Unit (MEU). This year, the questionnaires were applied through an online platform. Within the 2 weeks following the end of a curricular unit or when the final classifications were published, students received an e-mail with a link to the questionnaires. They could respond on any mobile device and confidentiality was guaranteed. The questionnaires were in Portuguese, therefore translations were developed for the purpose of inclusion in the appendix of this document.

The overall mean of response rate was 68% with a standard deviation of 15%. The highest differences in the response rates compared to last year were observed in the 4th (dropped 22%) and 5th years (increased 32%).

Curricular Units were generally highly appreciated. There were 24 curricular units (66%) considered globally "excellent" by over 75% of the respondents. Nevertheless, in comparison with the previous year, there was a decrease in percentages of students who agreed that the curricular units were excellent (from 84% to 77%). Curricular Units that lost 10 or more percentile points relatively to the previous academic year were: Introduction to the Medical Degree Course, Vertical Domains I, IV and V, Functional and Organic Systems II and III, Family, Society and Systems I, Option Project II and III, Medicine I Residency, Maternal and Child Health Residency, Surgery Residency and Health Centers Residency II.

APPENDIX

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 EM-UMinho. A retrospective comparative socio-demographical analysis since 2001 is also included. All academic performance data originate from the Minho's Longitudinal Educational Study (MILES). The performance boxplots in this appendix are computed from the MILES database.

As to the student curricular units evaluations, this 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 EM-UMinho and is under the coordination of the Medical Education Unit (MEU).

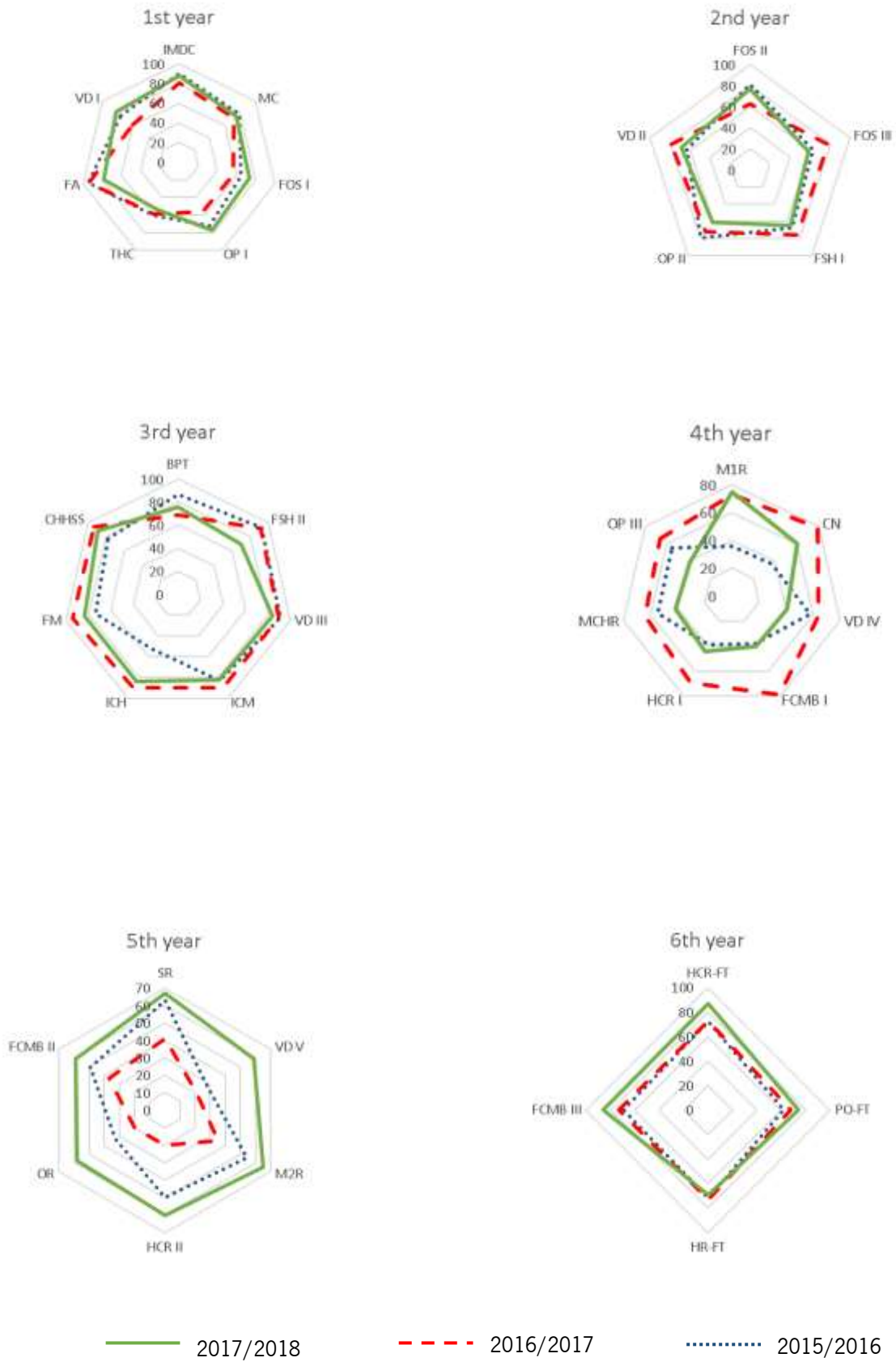
In addition, the appendix includes descriptive elements about the socio-demography of this year's entering class and a comparison with previous cohorts. The information is gathered through surveys that students respond to voluntarily during their first week in the medical school. Informed consent is collected to collate the data to the Minho's Longitudinal Educational Study (MILES) of EM-UMinho.

STUDENT EVALUATIONS (SE)

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 SM-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 SM-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.

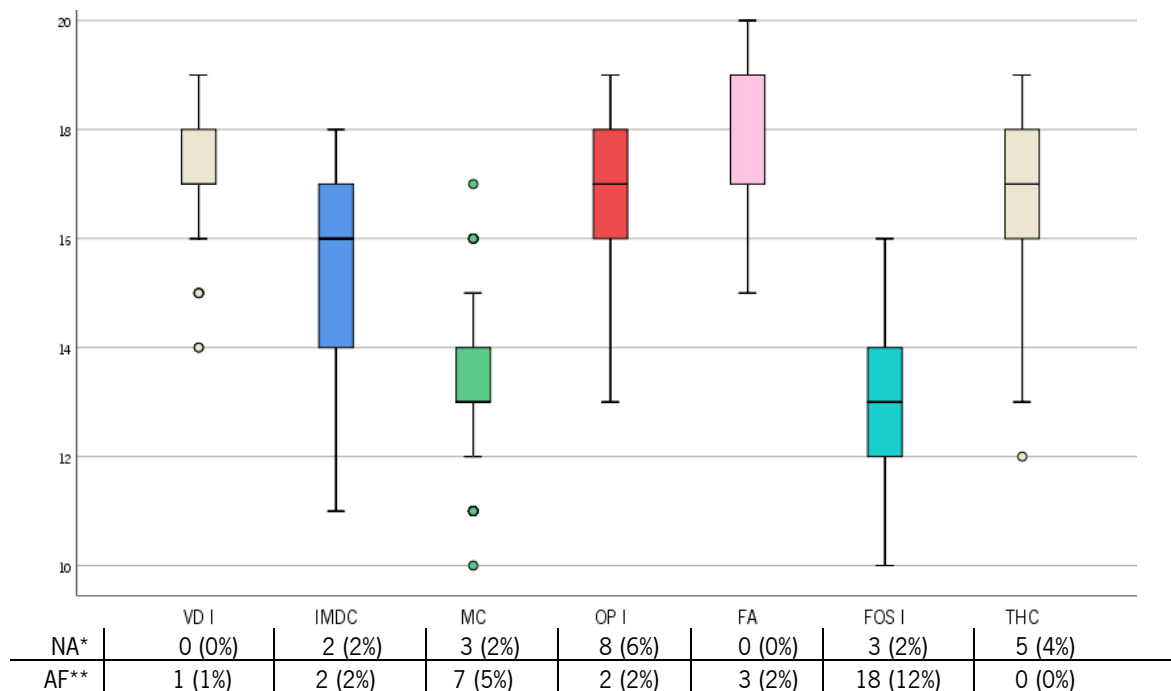
Student evaluations: retrospective response rates by curricular year



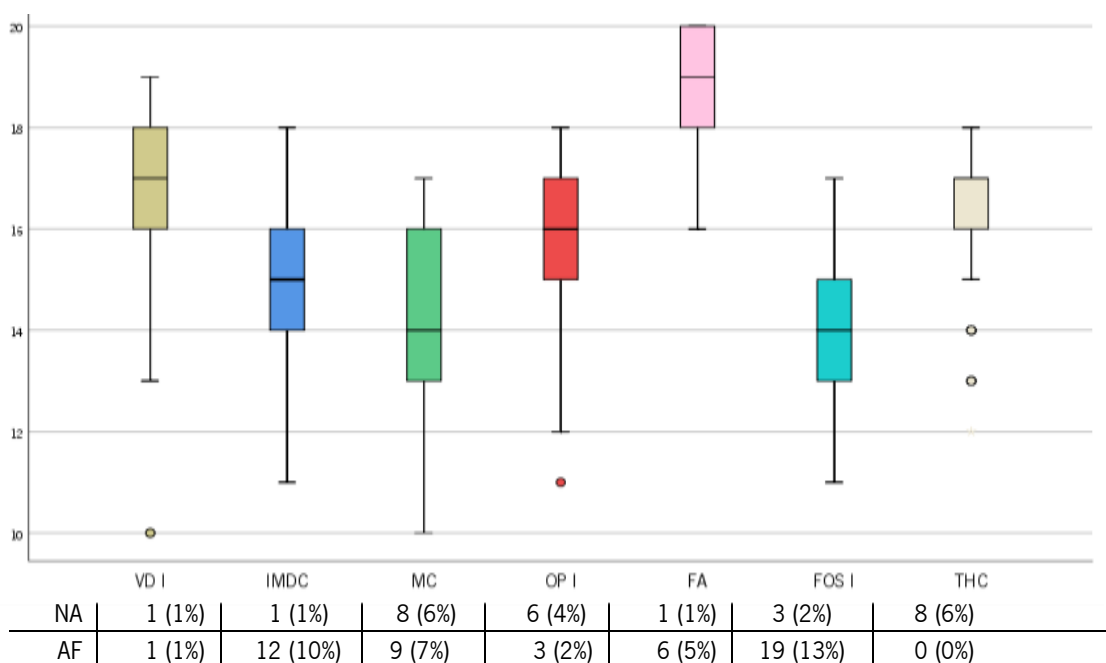
1st year

Distribution of Student Scores (*)

2016-2017



2017-2018



Legend

IMDC – Introduction to the Medical Degree Course

MC – Molecules and Cells

FOS I – Functional and Organic Systems I

THC – Training in a Health Centre

FA – First Aid

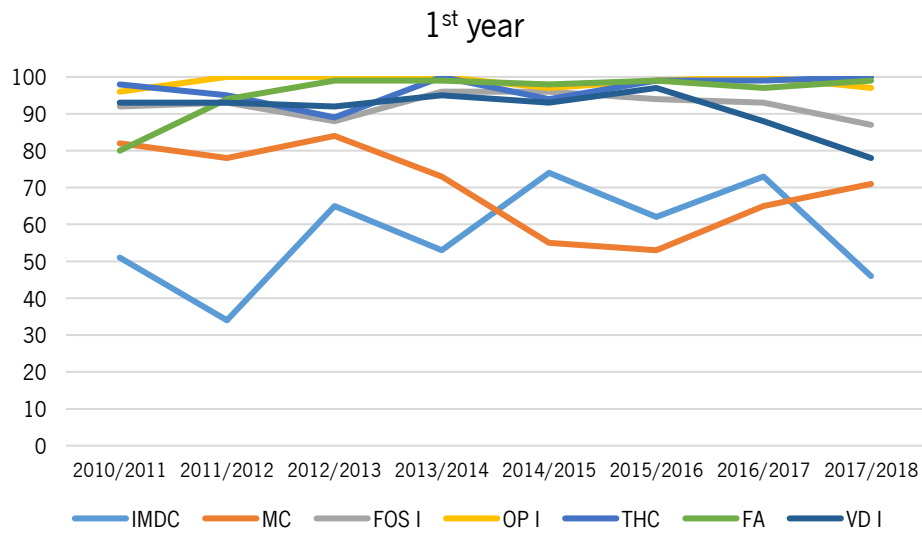
OP I – Option Project I

VD I – Vertical Domains I

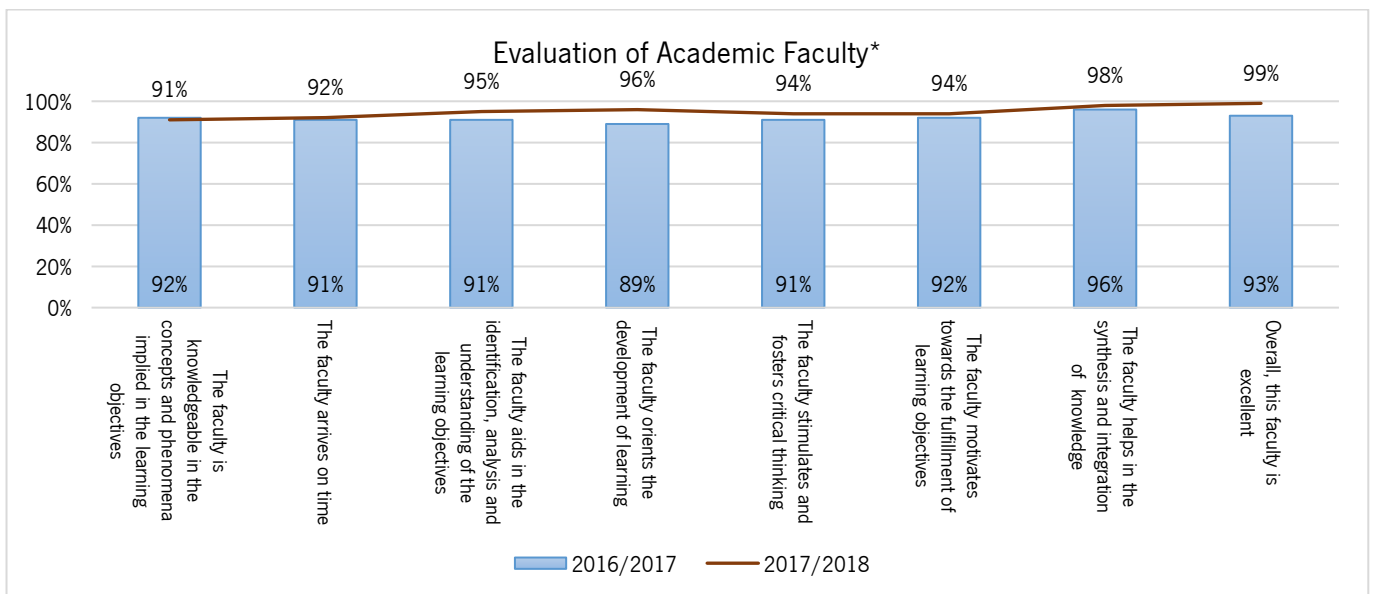
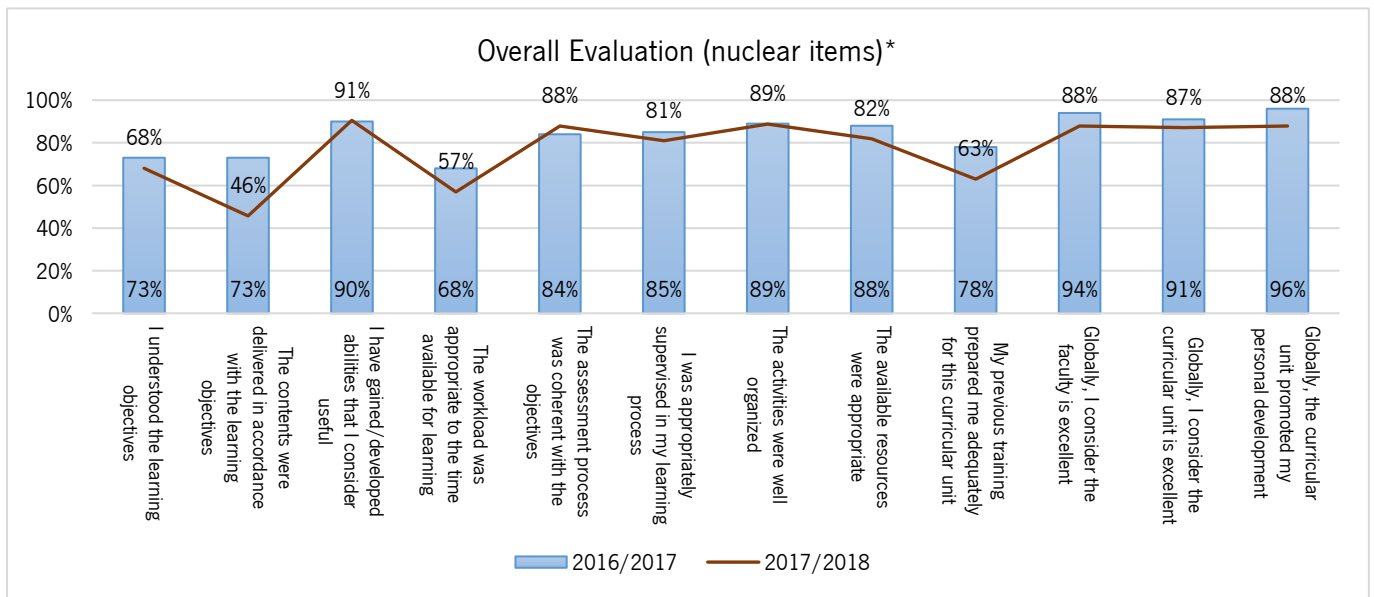
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

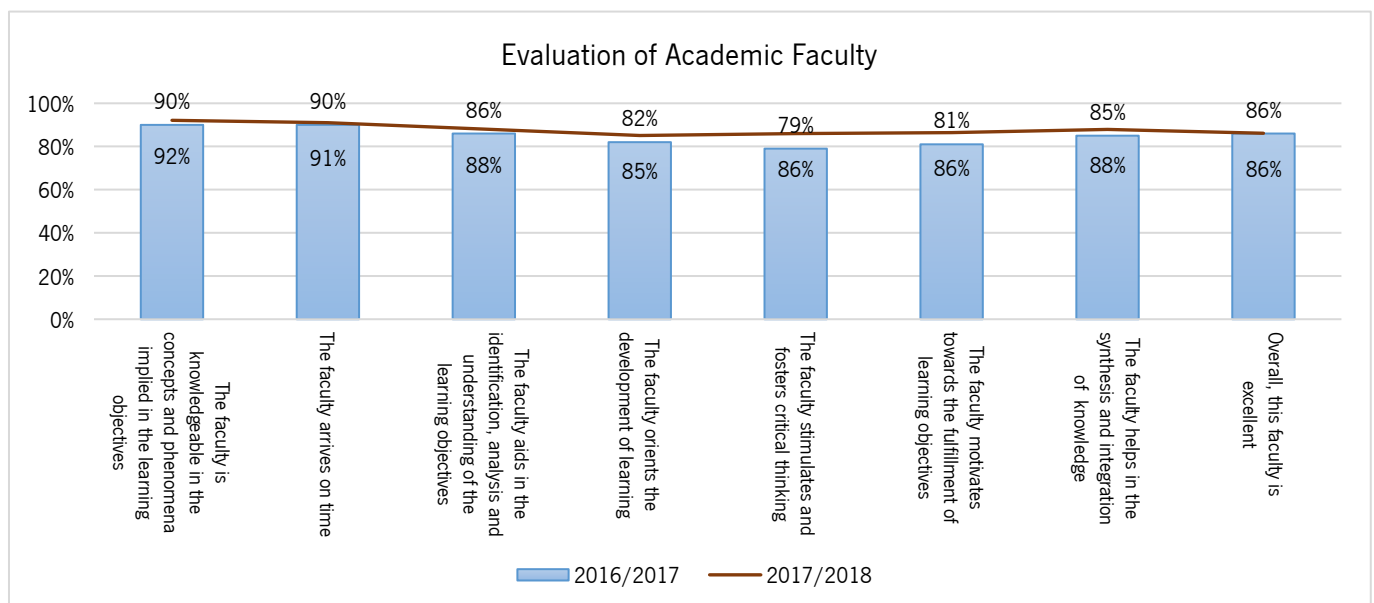
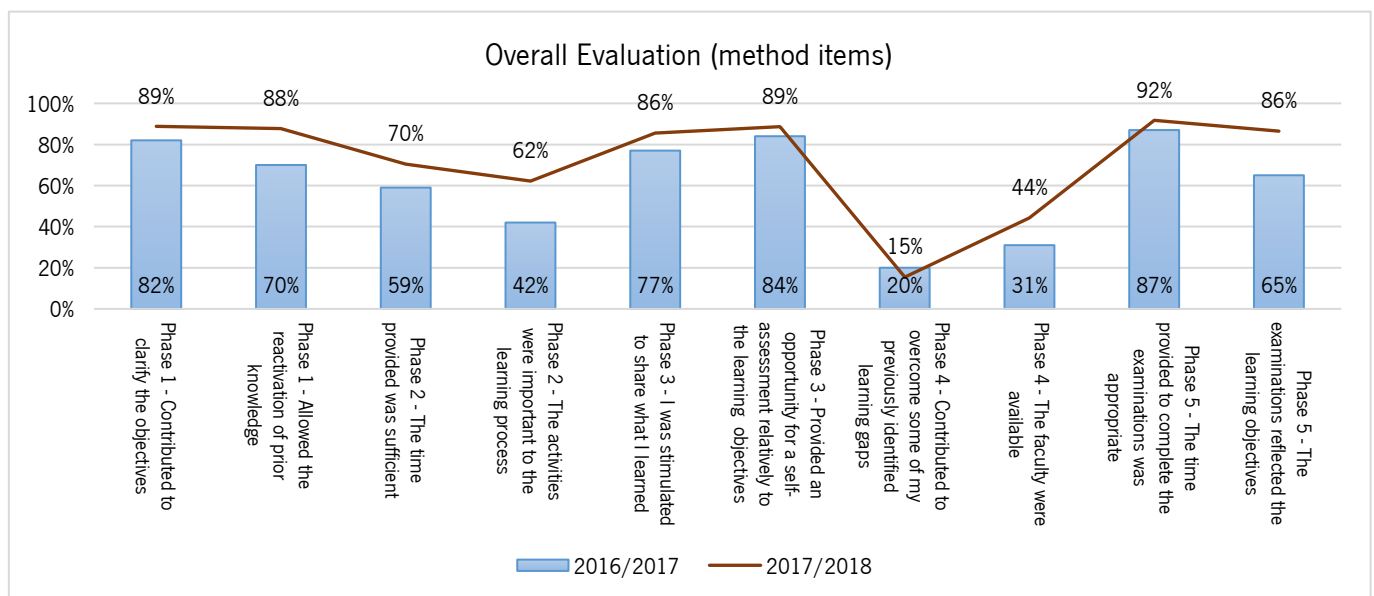
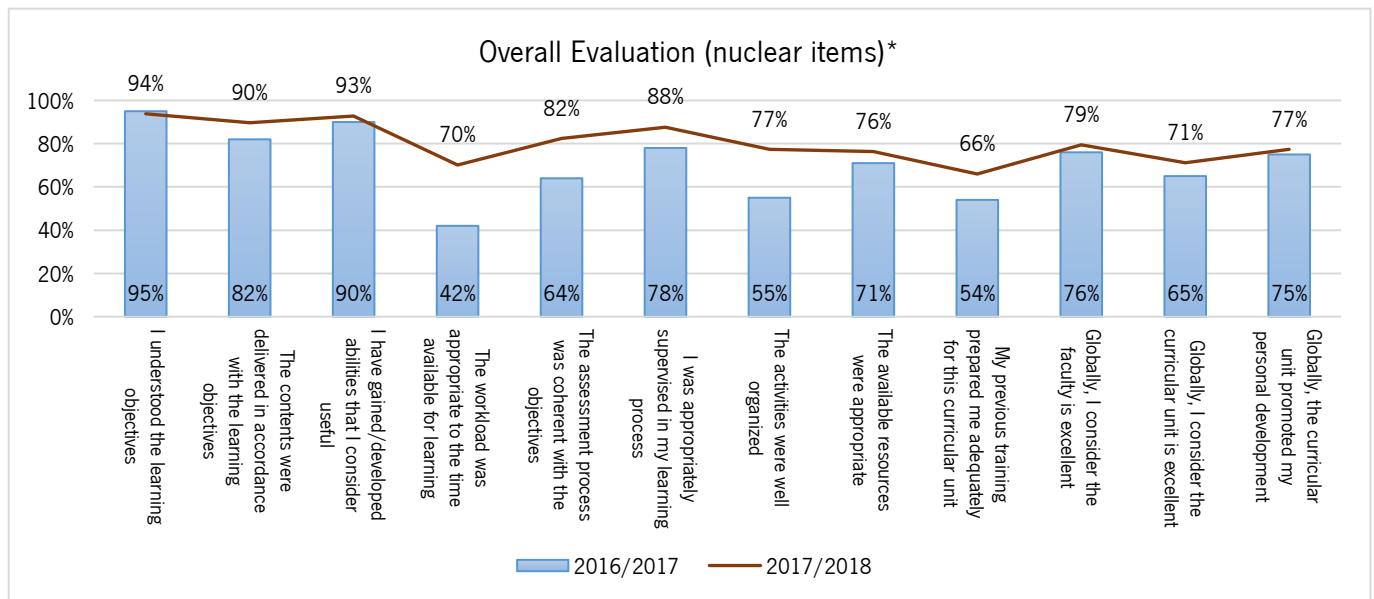


Curricular Unit: **Introduction to the Medical Degree Course**



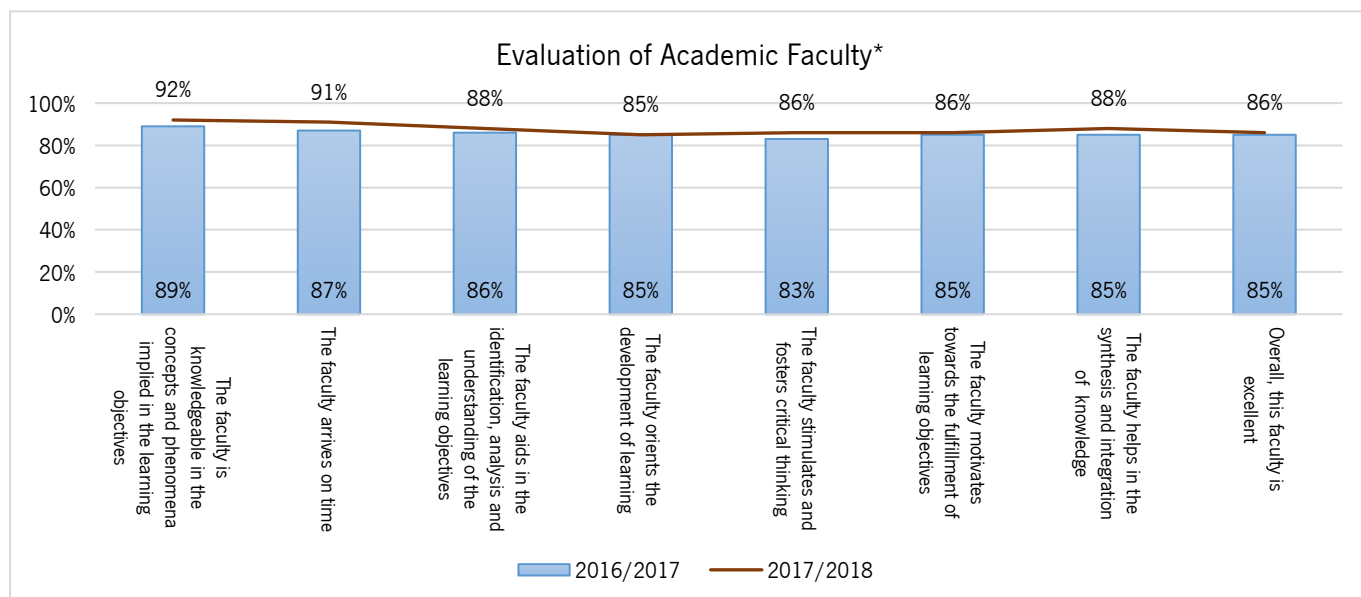
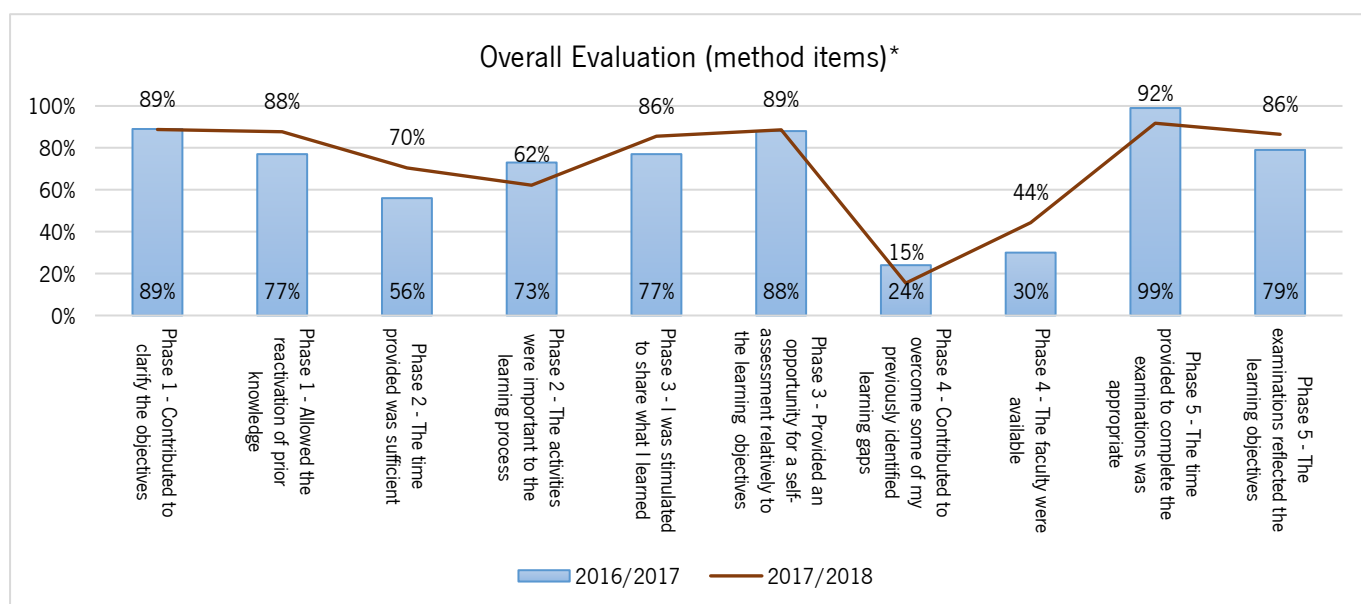
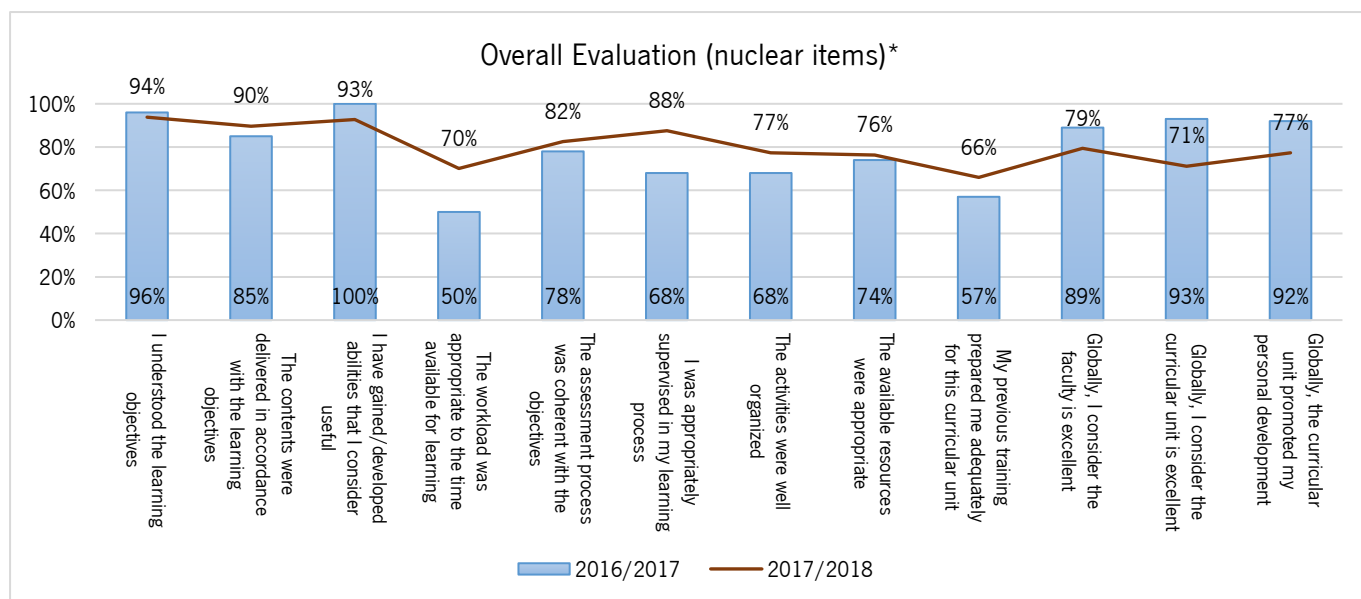
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Molecules and Cells**



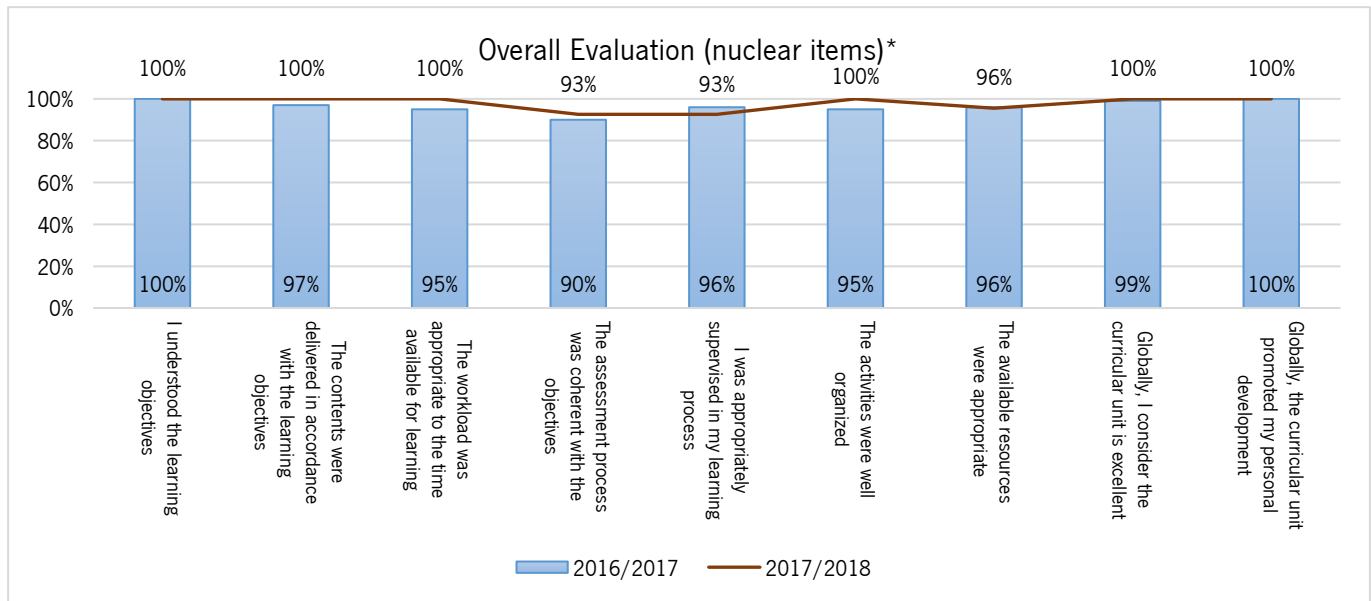
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

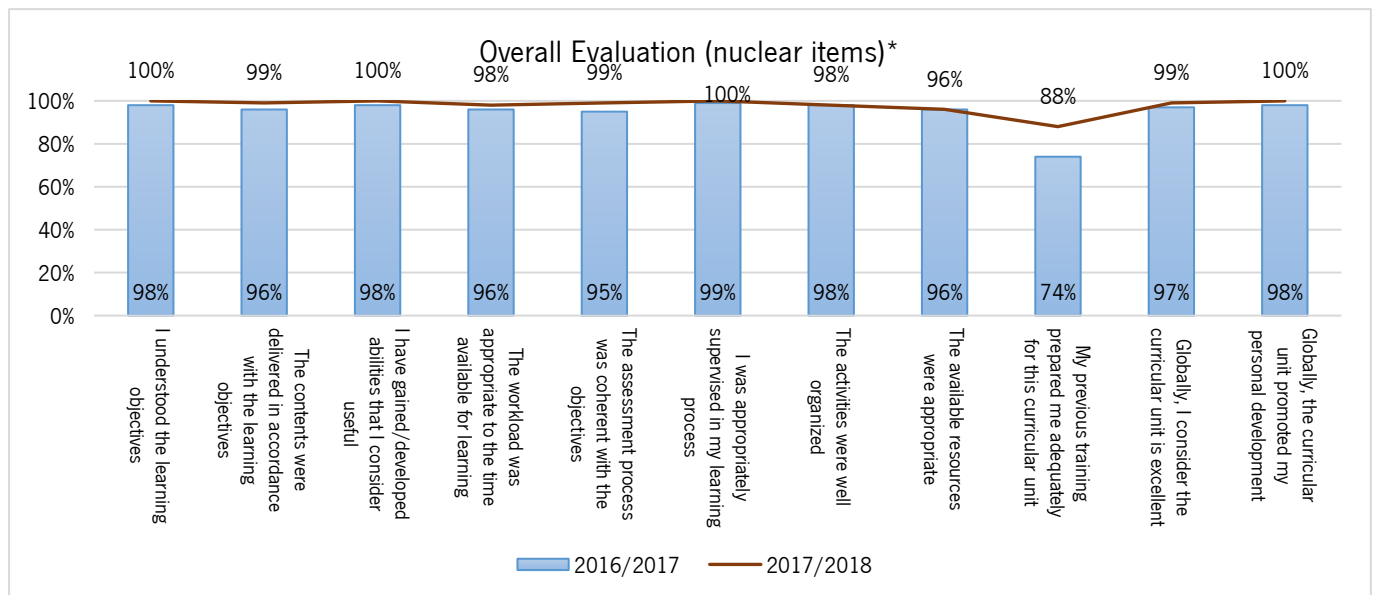


* \sum Favorable responses (Agree + strongly agree + completely agree)

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

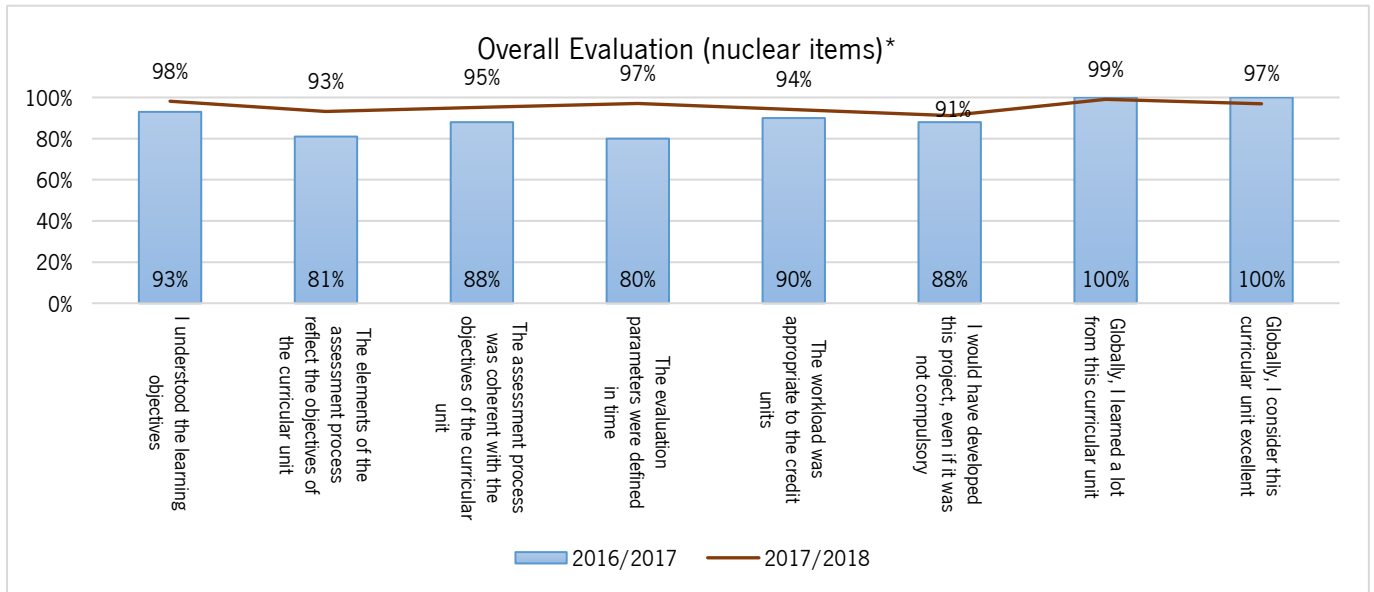


Curricular Unit: **First Aid**

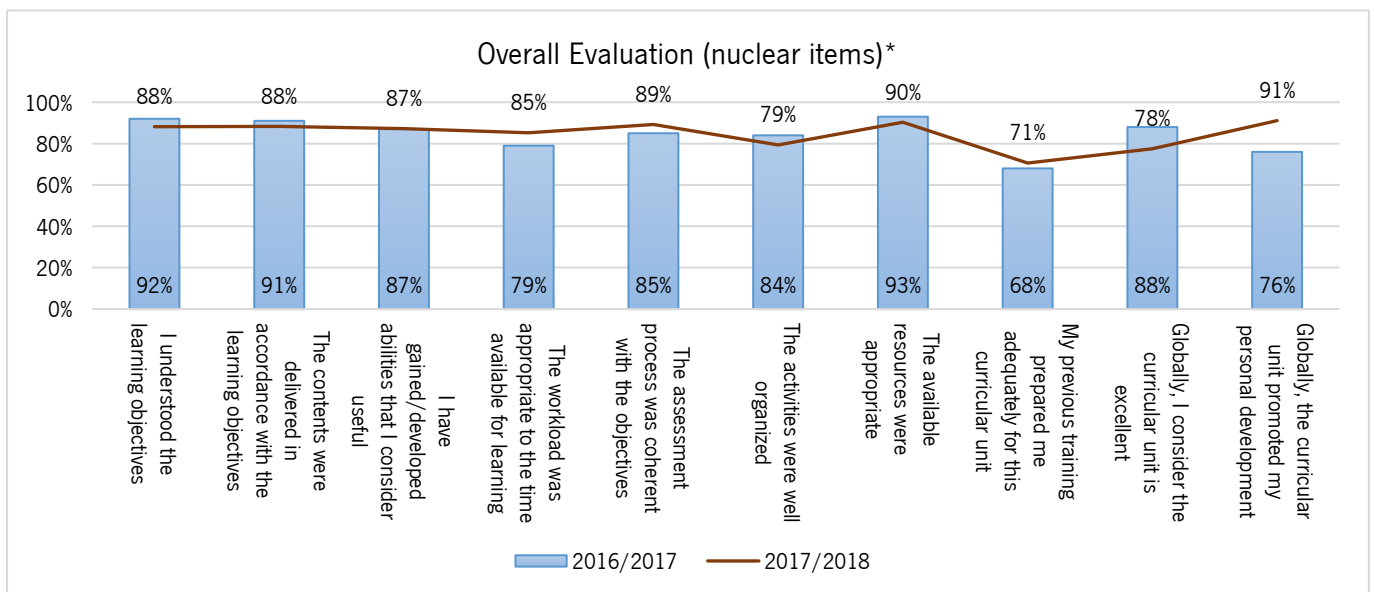


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Option Project I**



Curricular Unit: **Vertical Domains I**

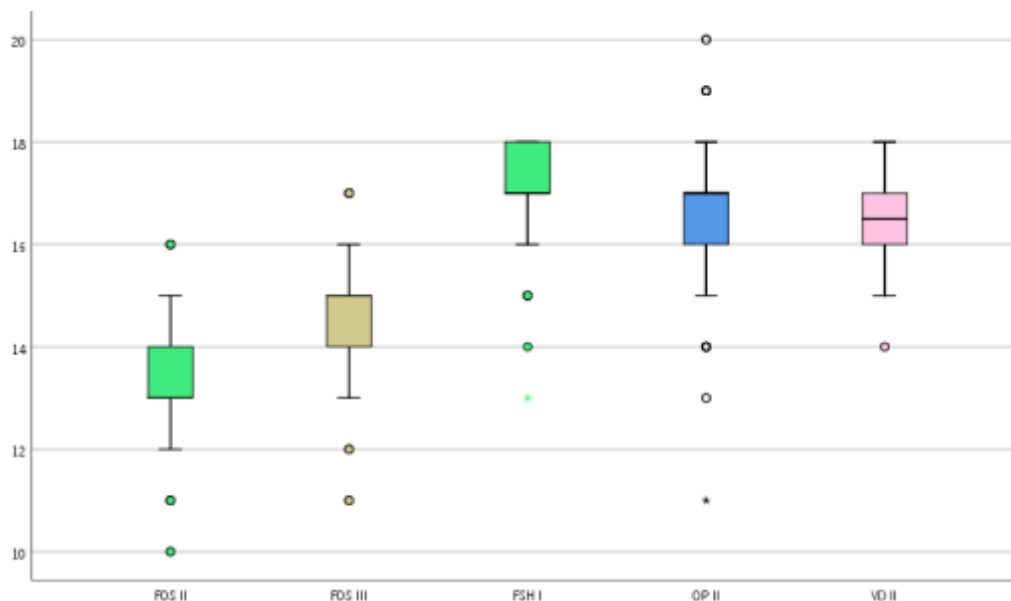


* \sum Favorable responses (Agree + strongly agree + completely agree)

2nd year

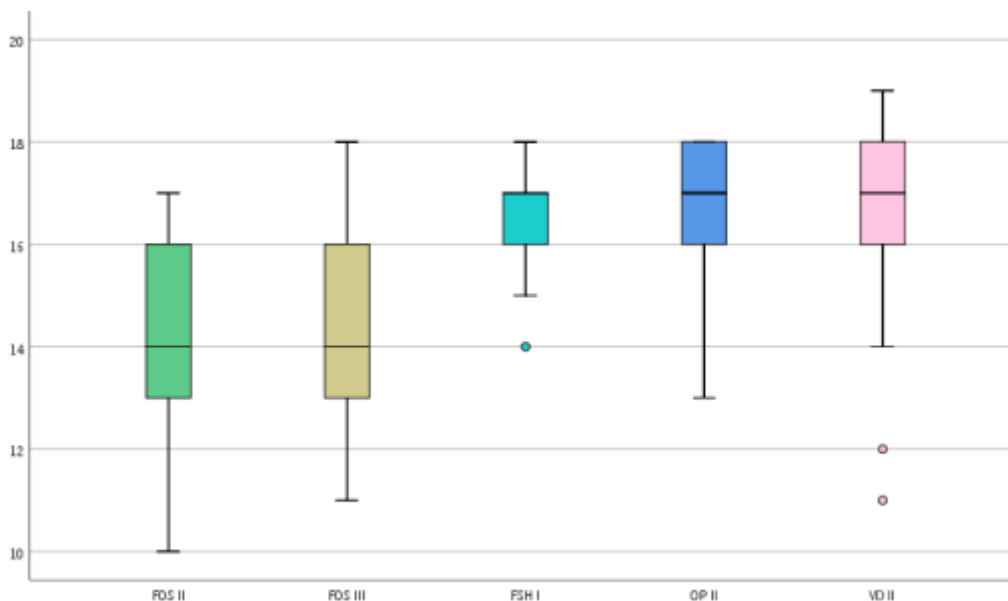
Distribution of Student Scores (*)

2016-2017



	FOS II	FOS III	FSH I	OP II	VD II
NA	4 (3%)	6 (5%)	4 (3%)	8 (6%)	3 (3%)
AF	9 (7%)	0 (0%)	0 (0%)	13 (10%)	0 (0%)

2017-2018



	FOS II	FOS III	FSH I	OP II	VD II
NA	4 (3%)	7 (5%)	5 (4%)	11 (8%)	4 (3%)
AF	12 (9%)	5 (4%)	0 (0%)	3 (2%)	0 (0%)

Legend

FOS II – Functional and Organic Systems II

FOS III – Functional and Organic Systems III

FSH I – Family, Society and Health I

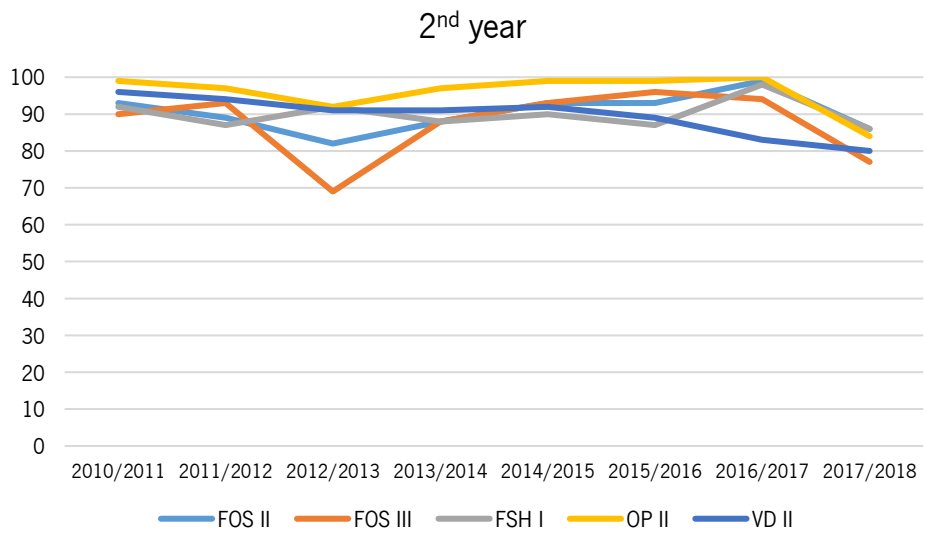
OP II – Option Project II

VD II – Vertical Domains II

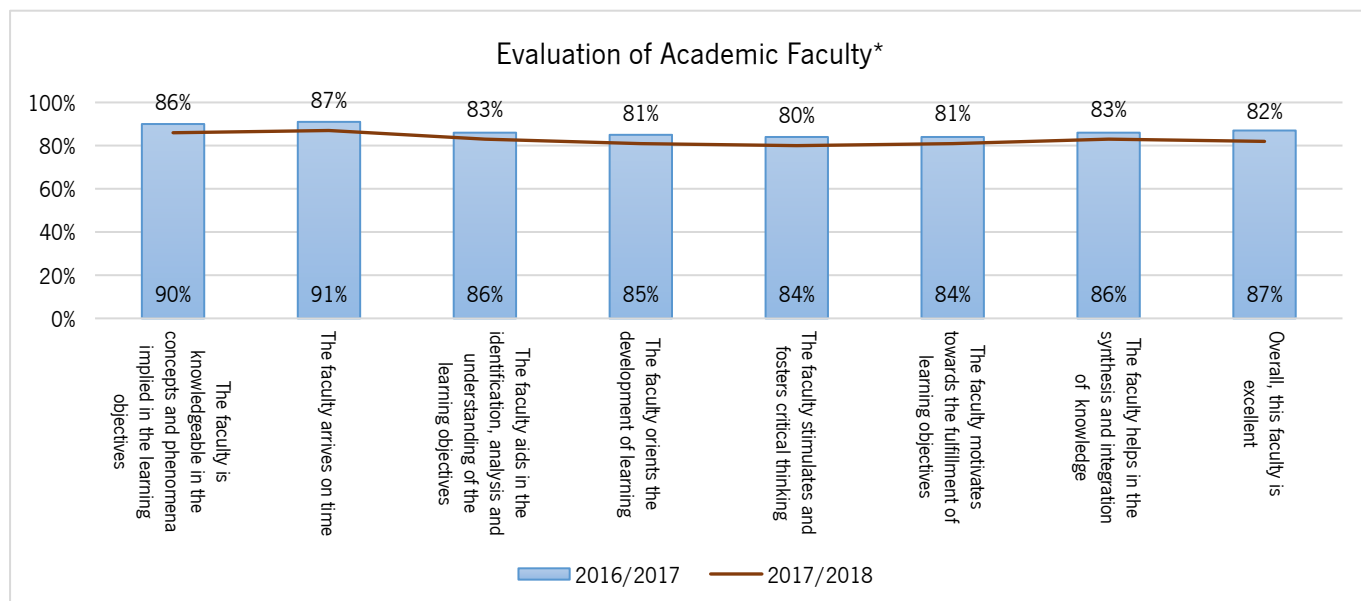
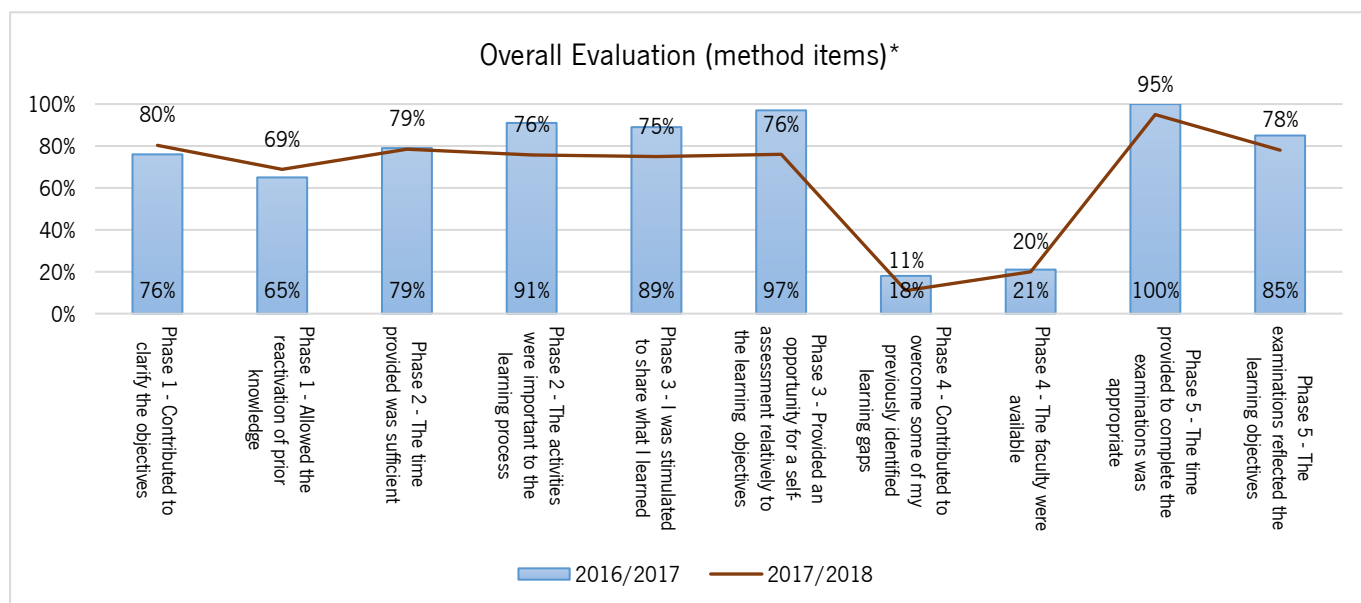
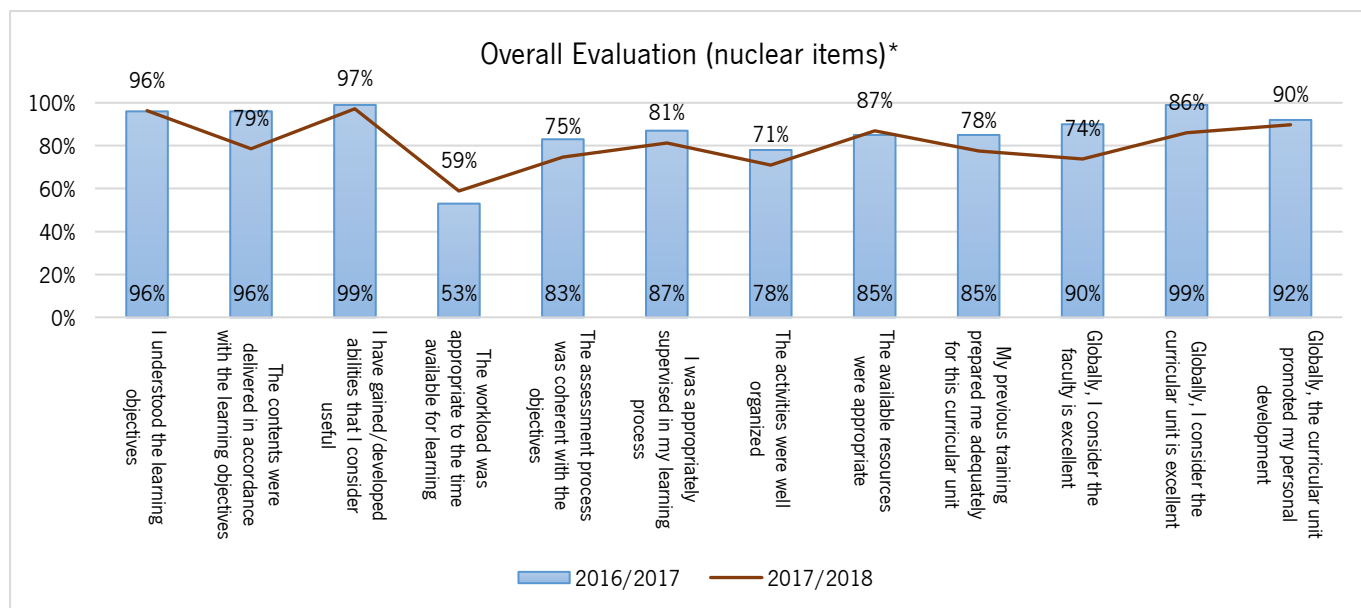
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

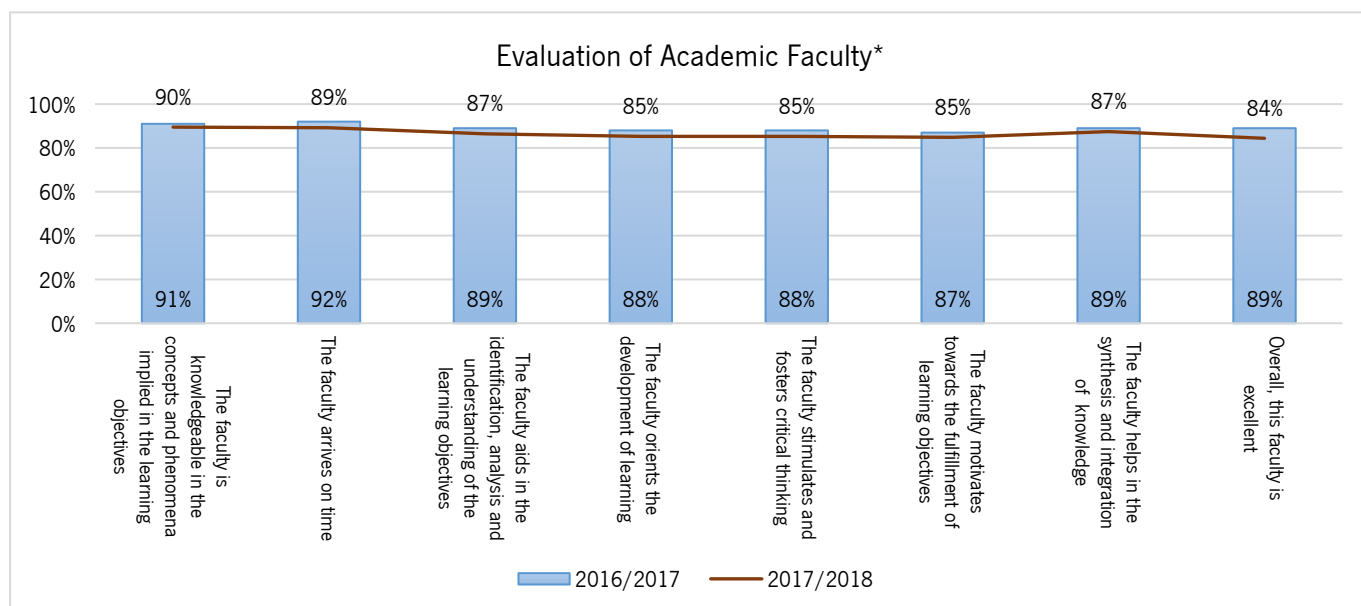
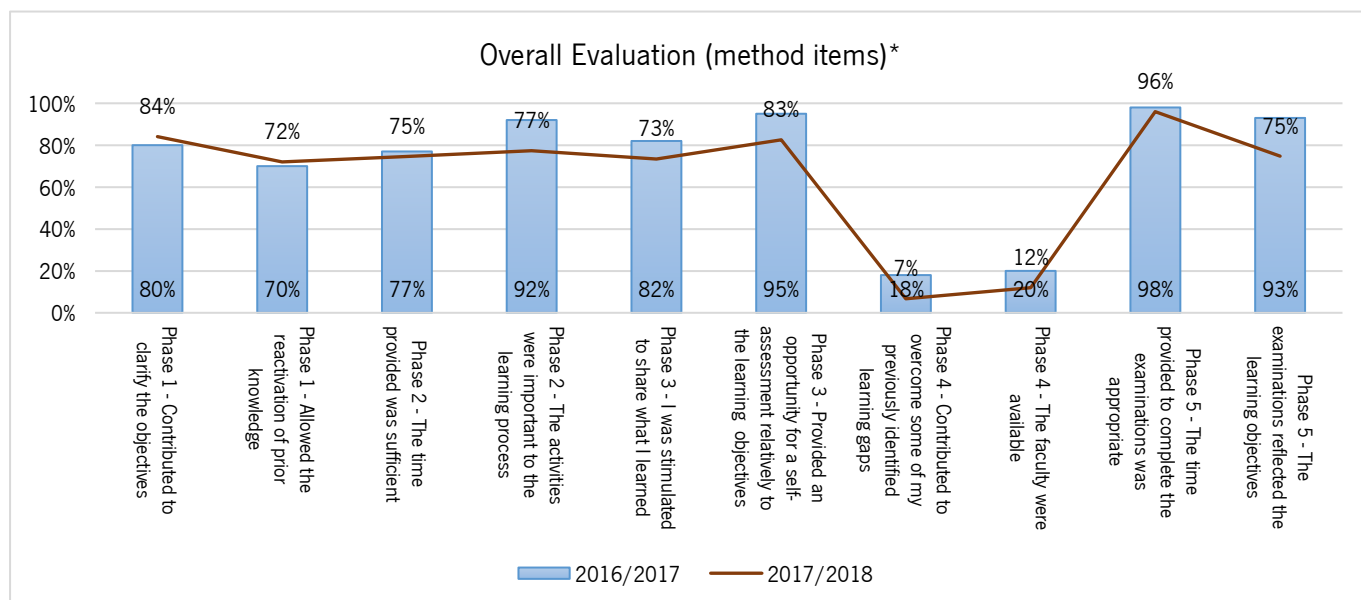
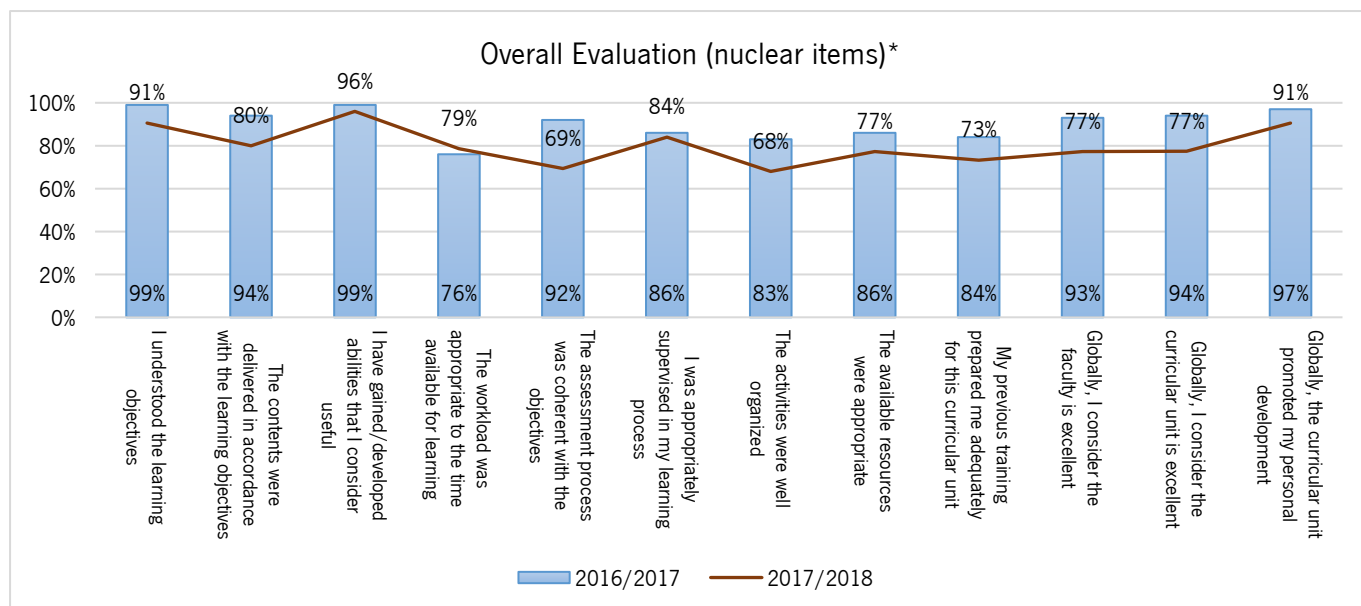


Curricular Unit: **Functional and Organic Systems II**



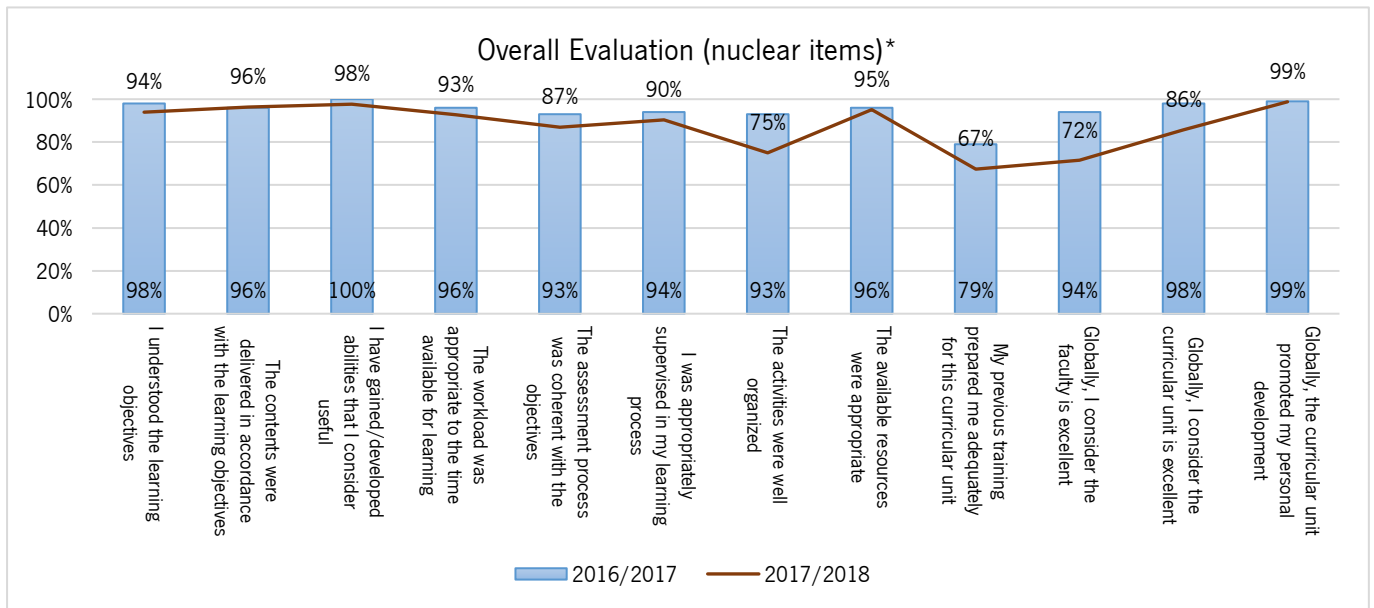
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

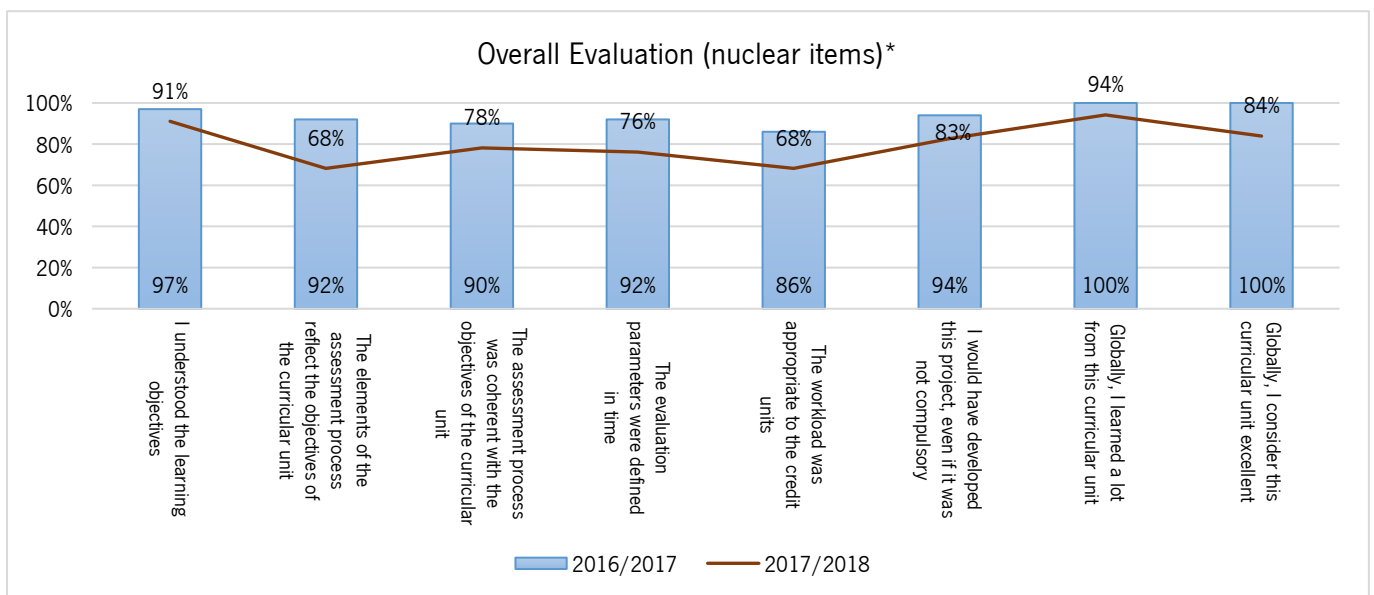


* \sum Favorable responses (Agree + strongly agree + completely agree)

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

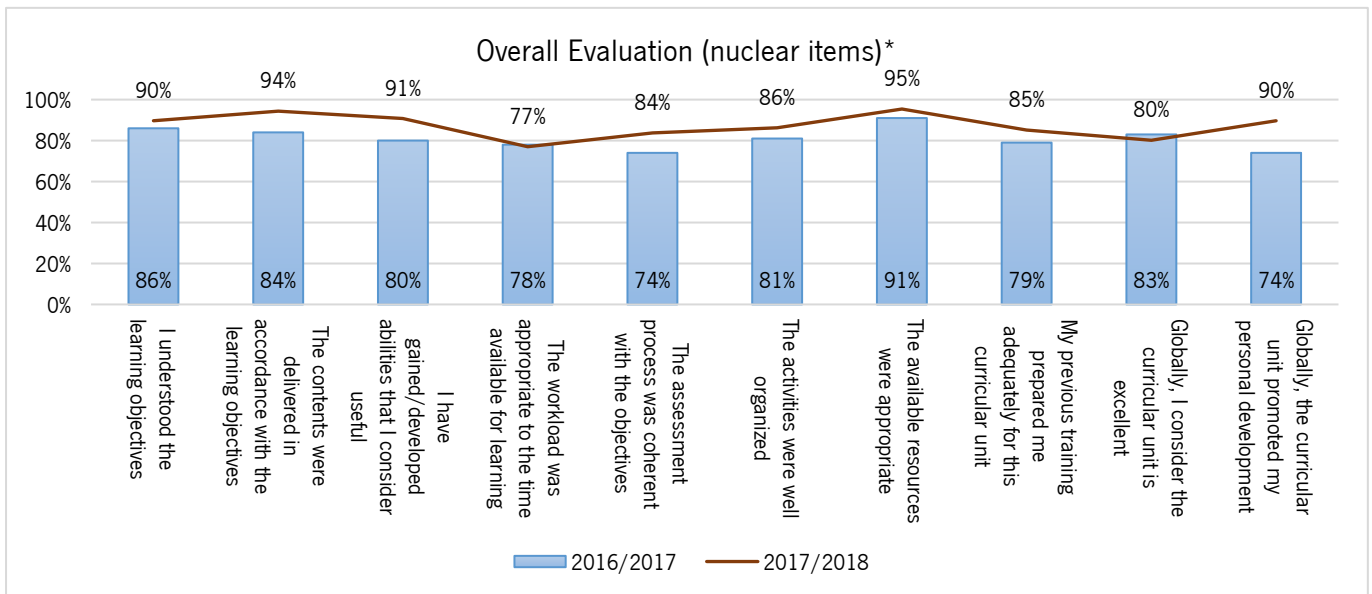


Curricular Unit: **Option Project II**



* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Vertical Domains II**

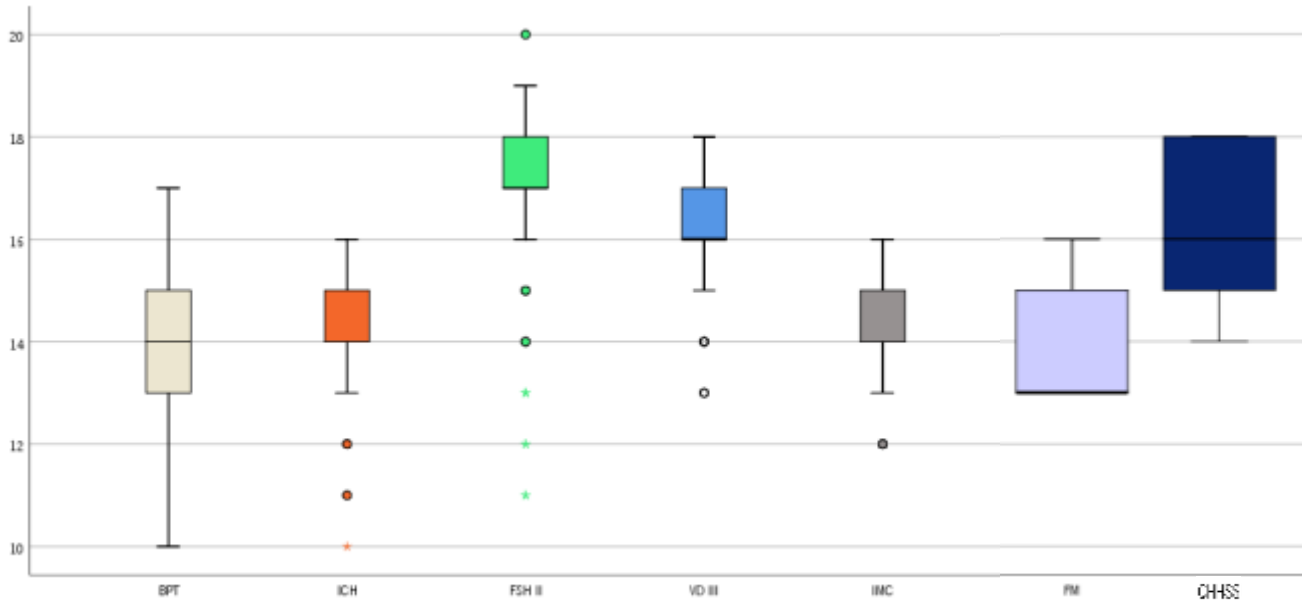


* Σ Favorable responses (Agree + strongly agree + completely agree)

3th year

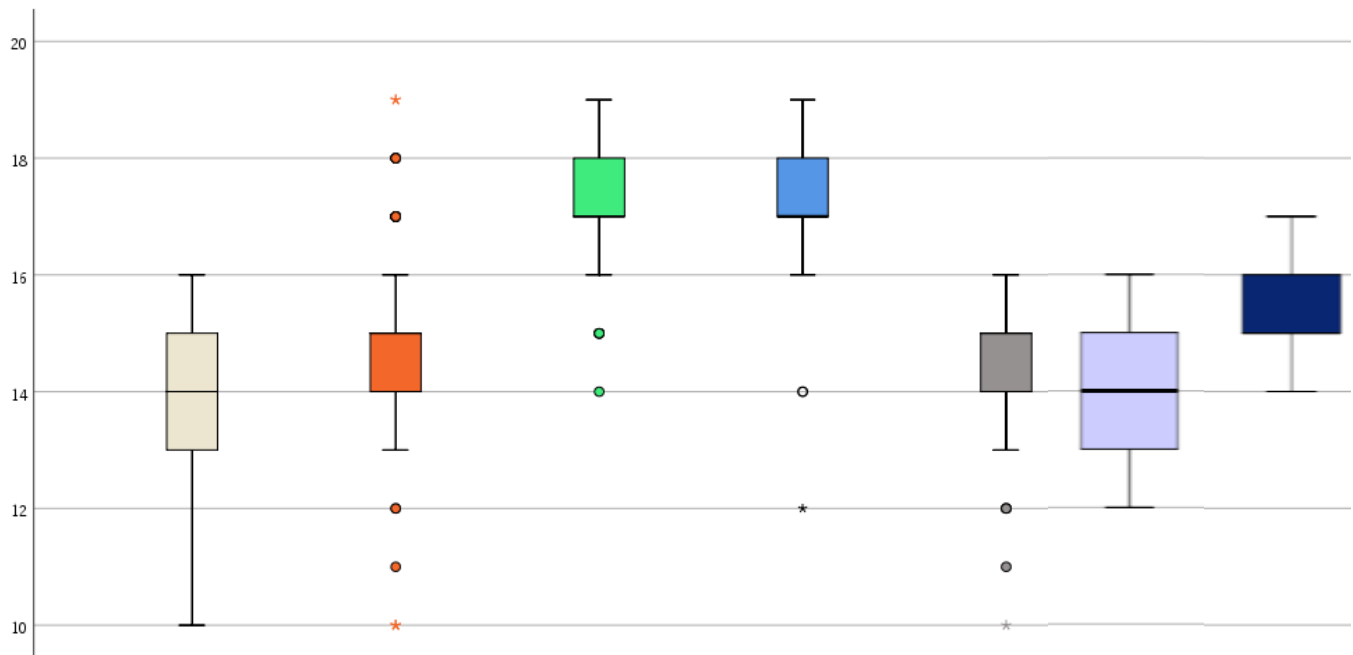
Distribution of Student Scores (*)

2016-2017



NA	1 (1%)	2 (2%)	2 (2%)	3 (3%)	3 (2%)	0 (0%)	0 (0%)
AF	7 (6%)	5 (4%)	1 (1%)	0 (0%)	4 (3%)	1 (5%)	0 (0%)

2017-2018



NA	0 (0%)	0 (0%)	1 (1%)	2 (2%)	1 (1%)	1 (5%)	1 (6%)
AF	3 (3%)	8 (7%)	0 (0%)	0 (0%)	2 (1%)	1 (5%)	0 (0%)

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

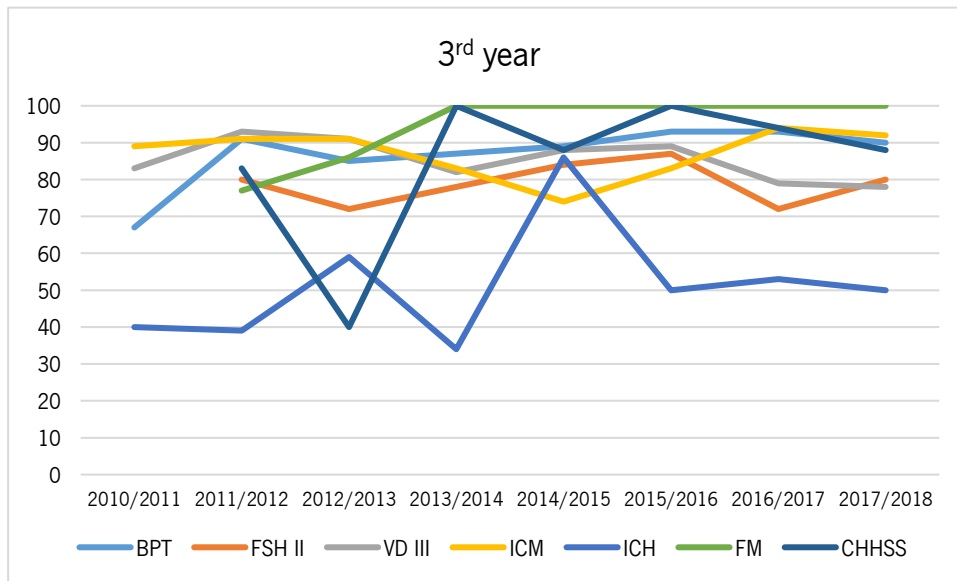
FM – Foundations of Medicine

CHSS - Community Health, Human and Social Sciences

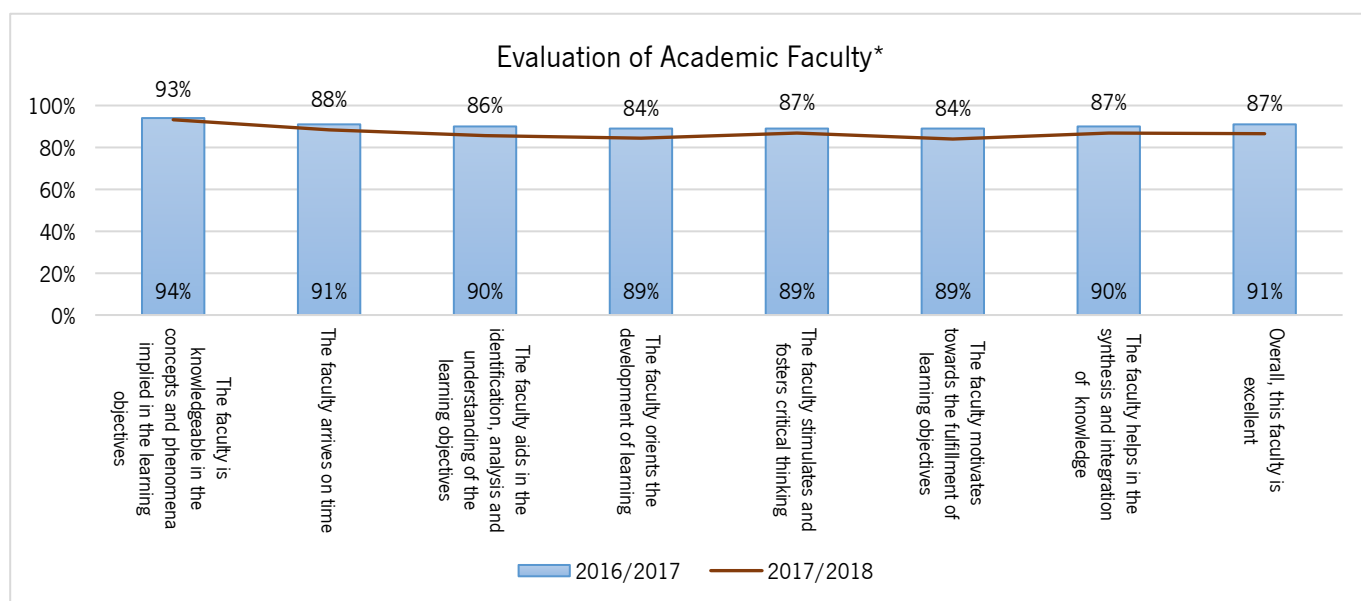
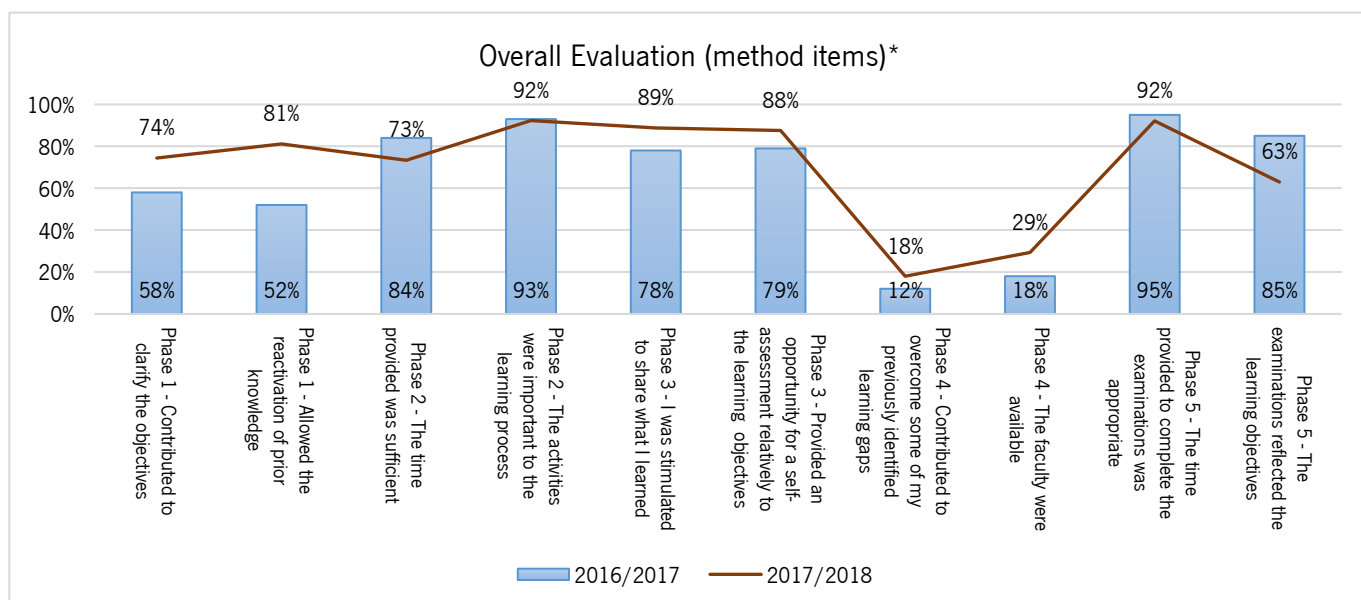
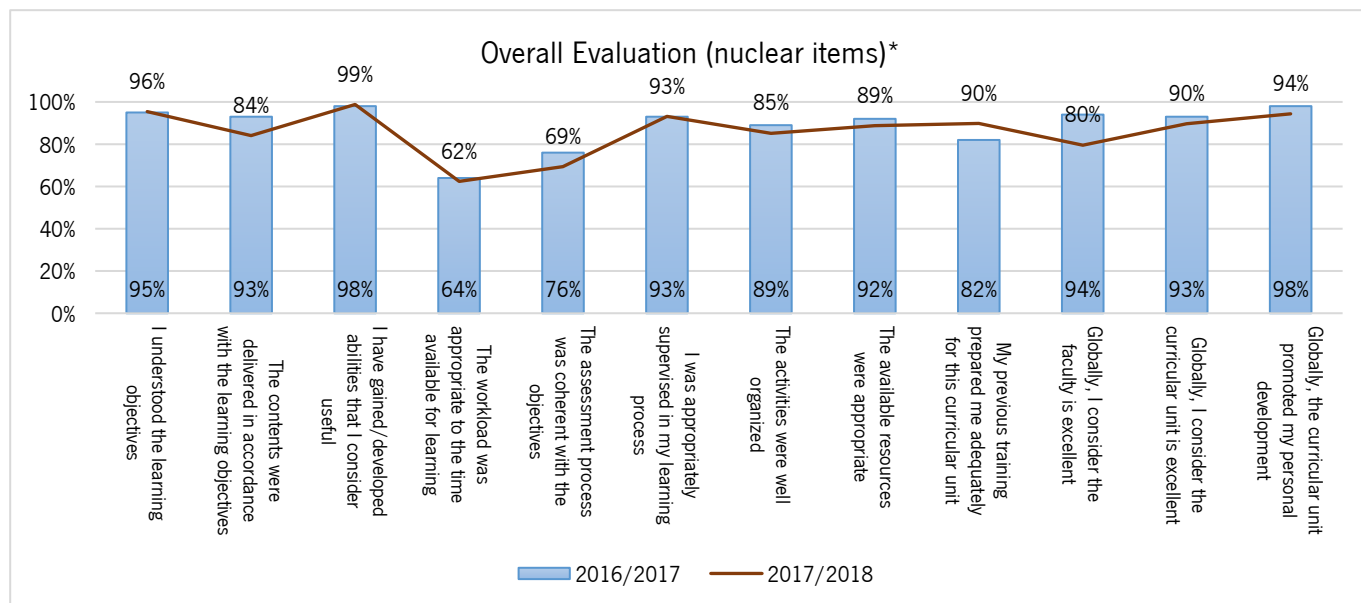
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

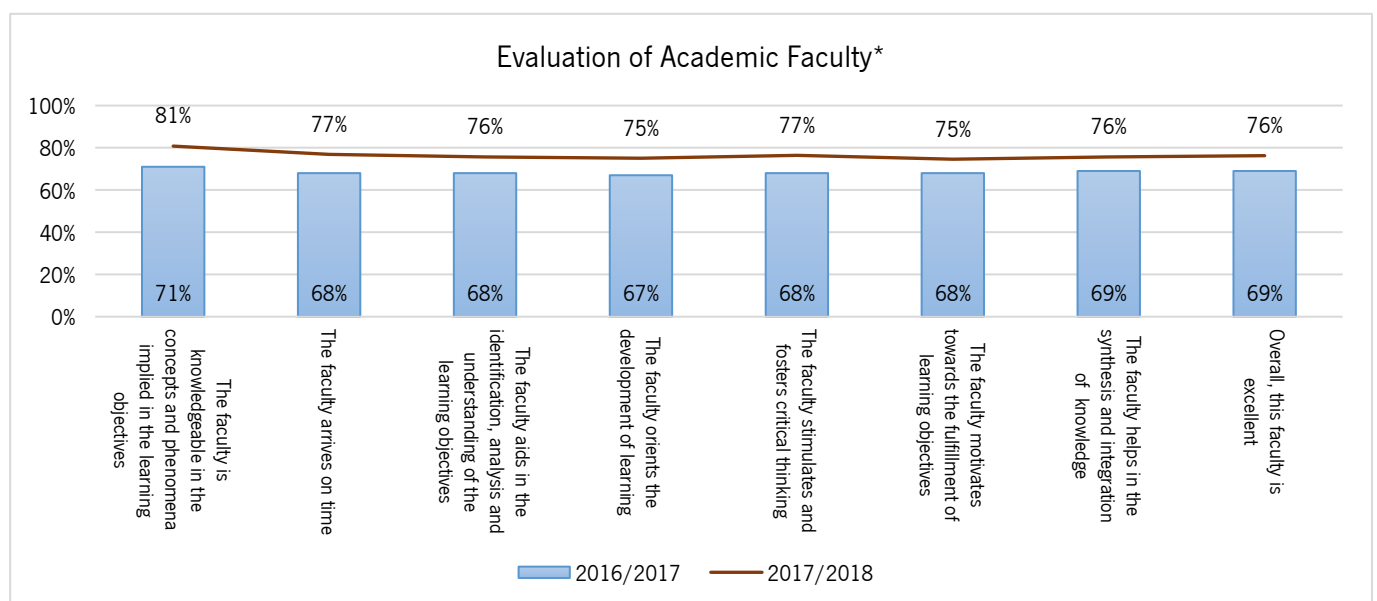
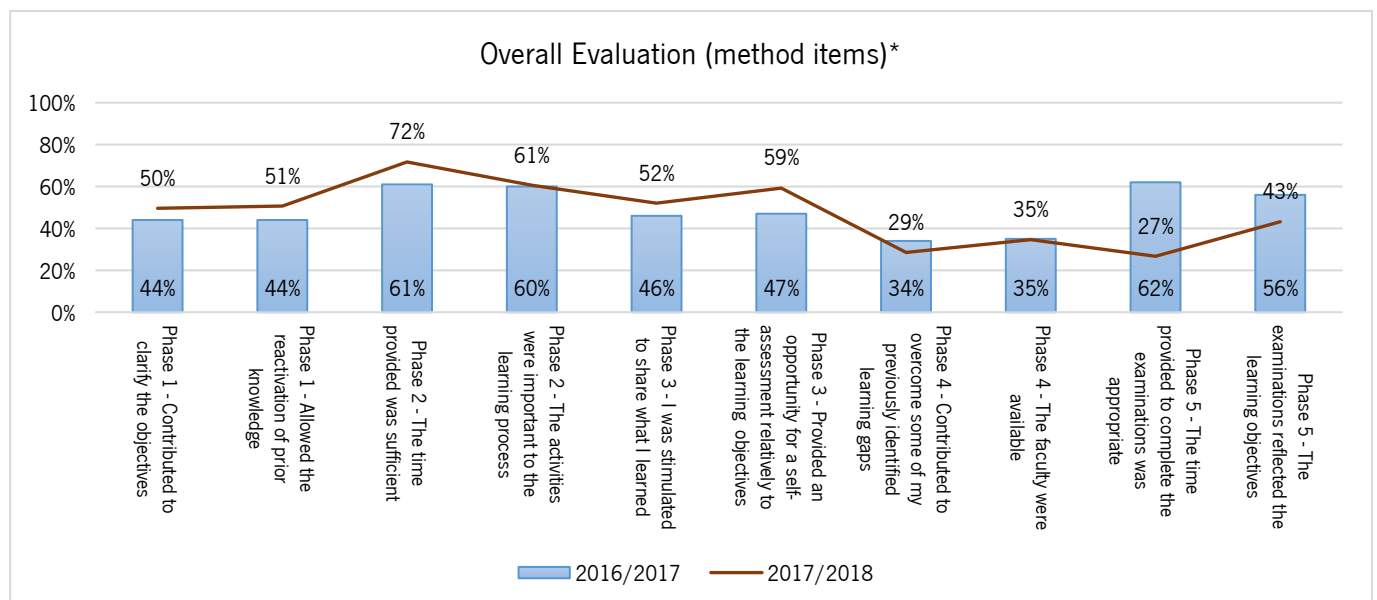
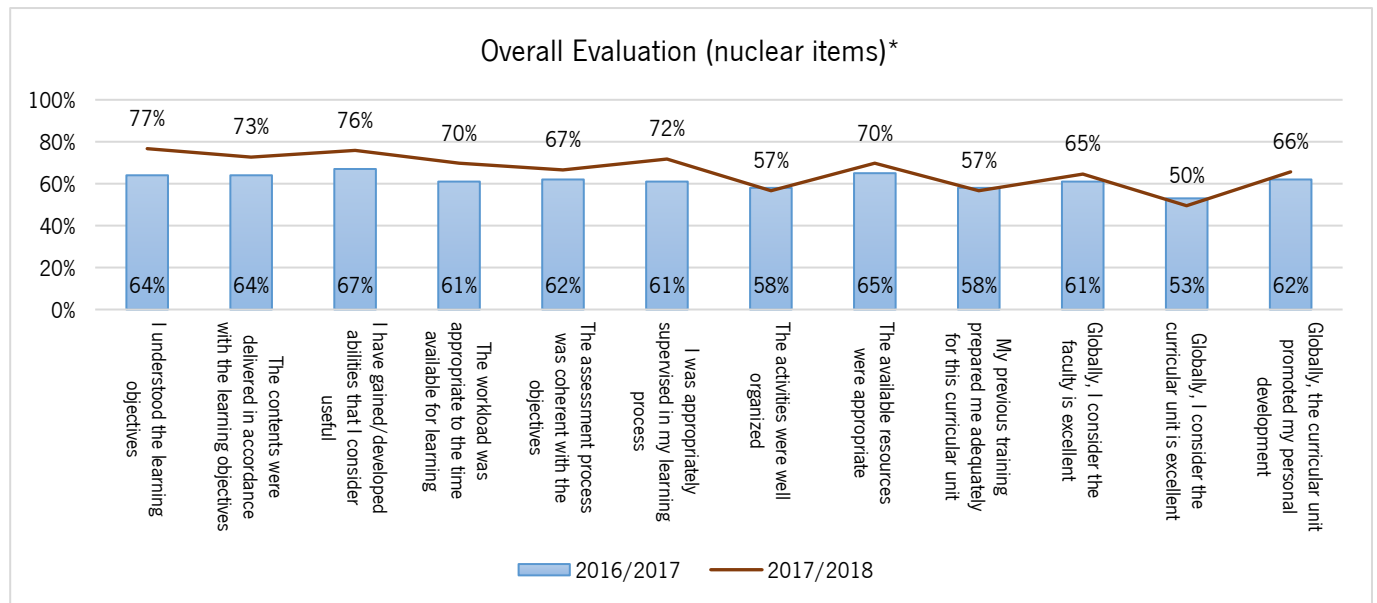


Curricular Unit: **Biopathology and Introduction to Therapeutics**



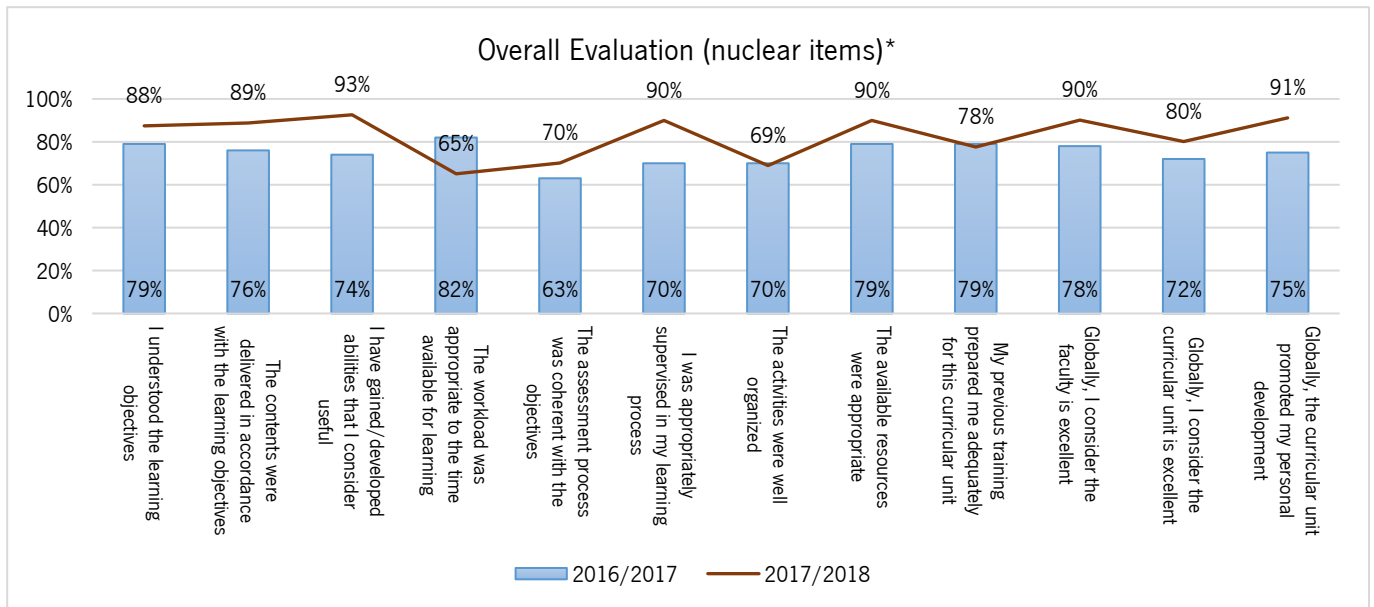
* ∑ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Introduction to Community Health**

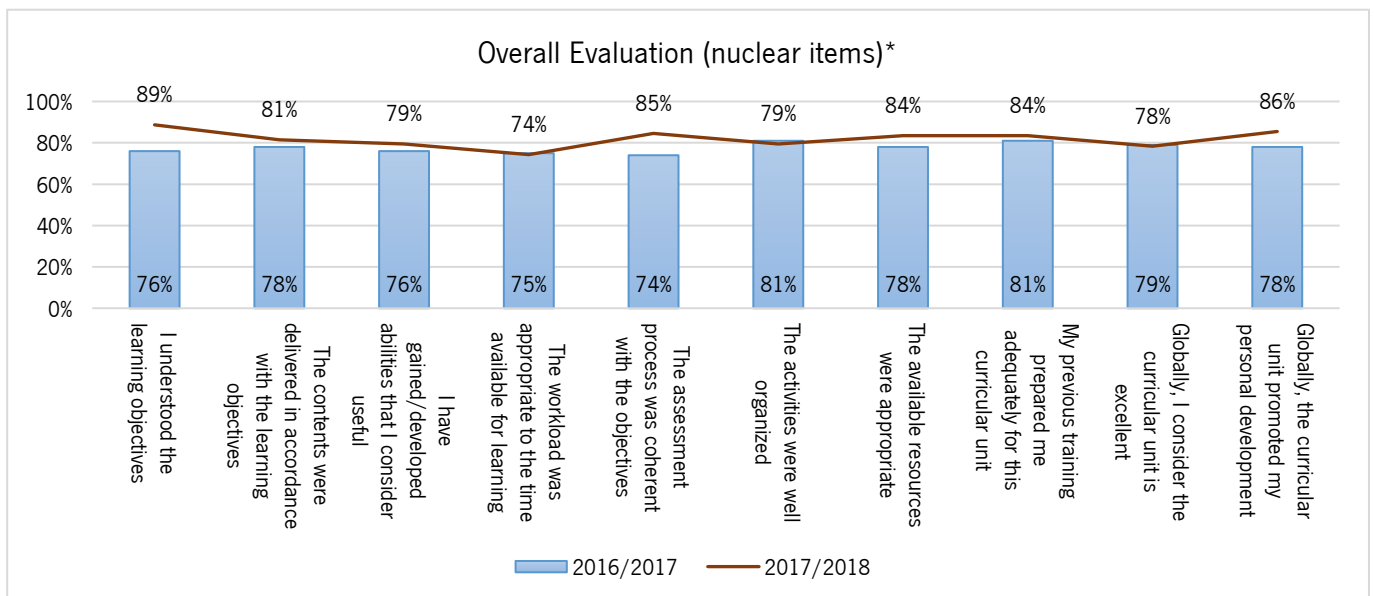


* \sum Favorable responses (Agree + strongly agree + completely agree)

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

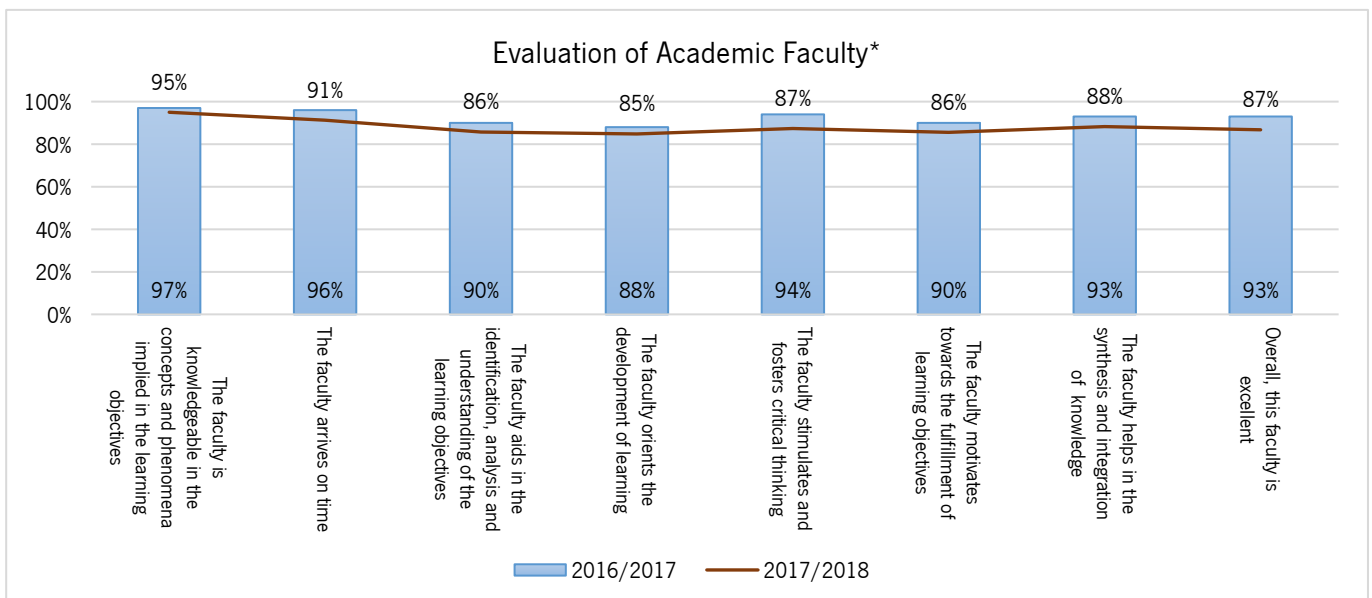
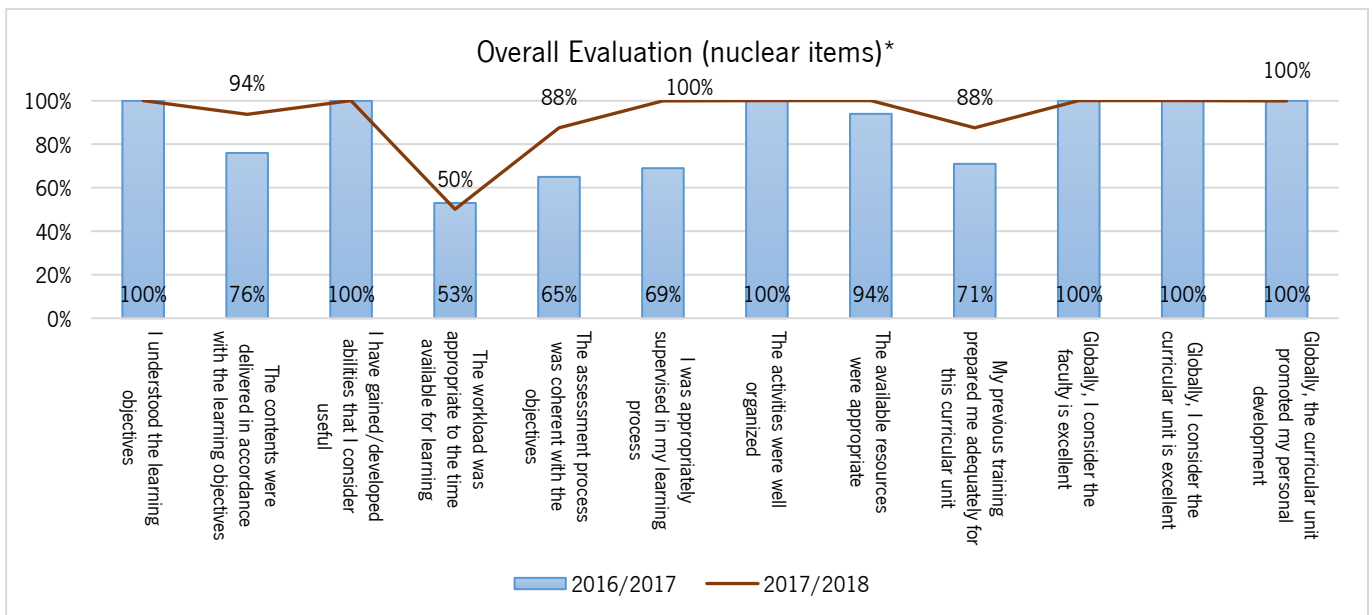


Curricular Unit: **Vertical Domains III**



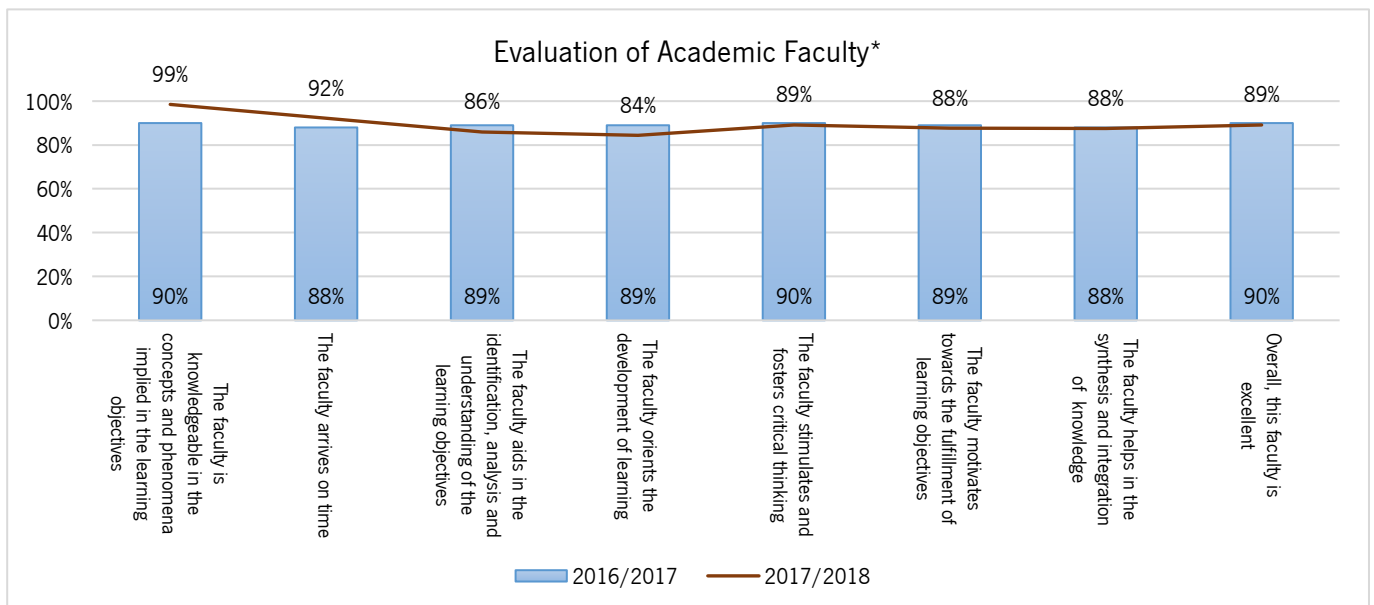
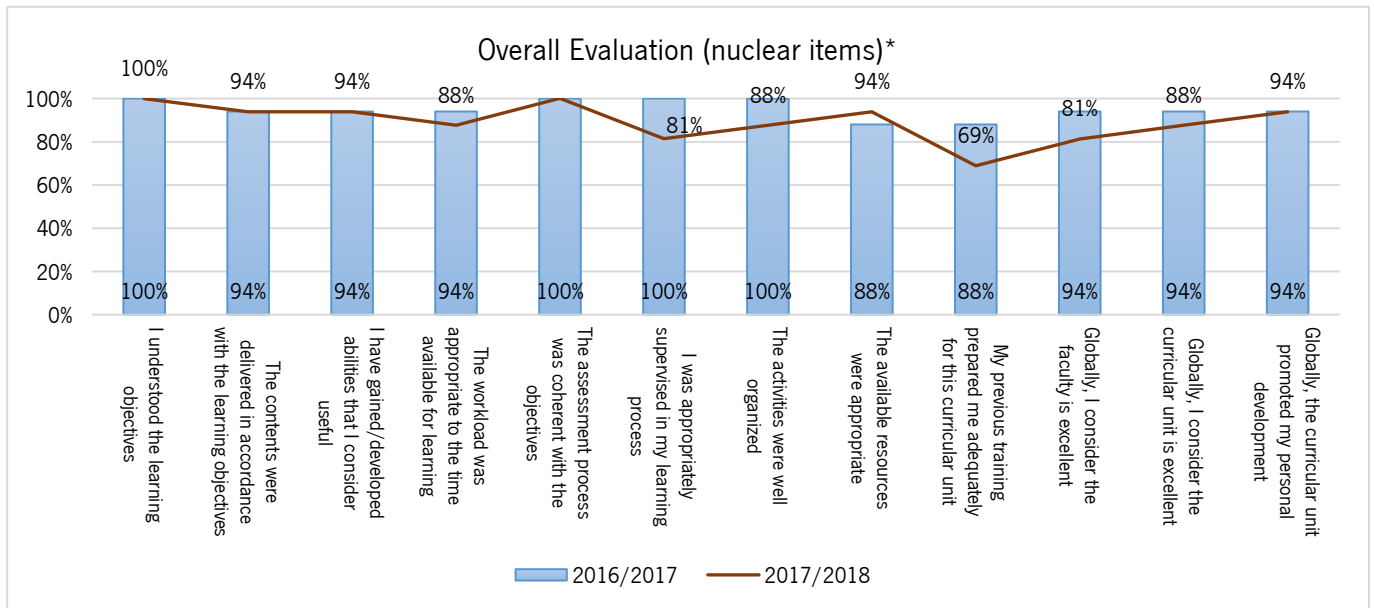
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Foundations of Medicine**



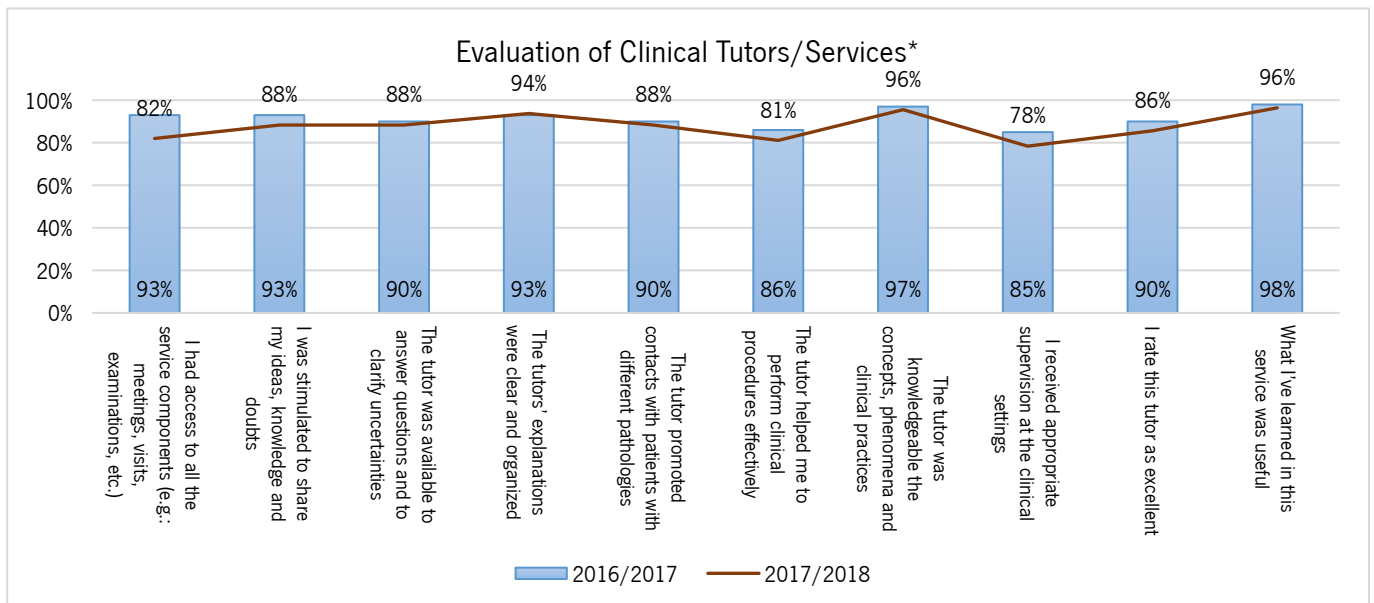
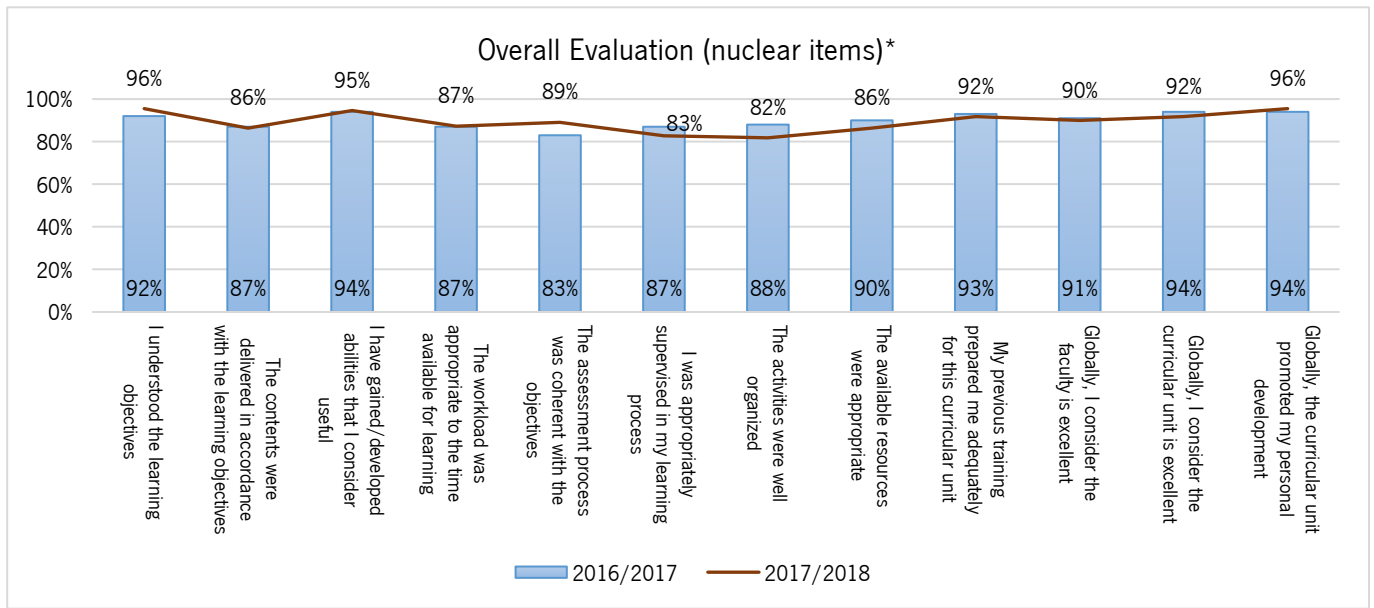
* \sum Favorable responses (Agree + strongly agree + completely agree)

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



* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Introduction to Clinical Medicine**

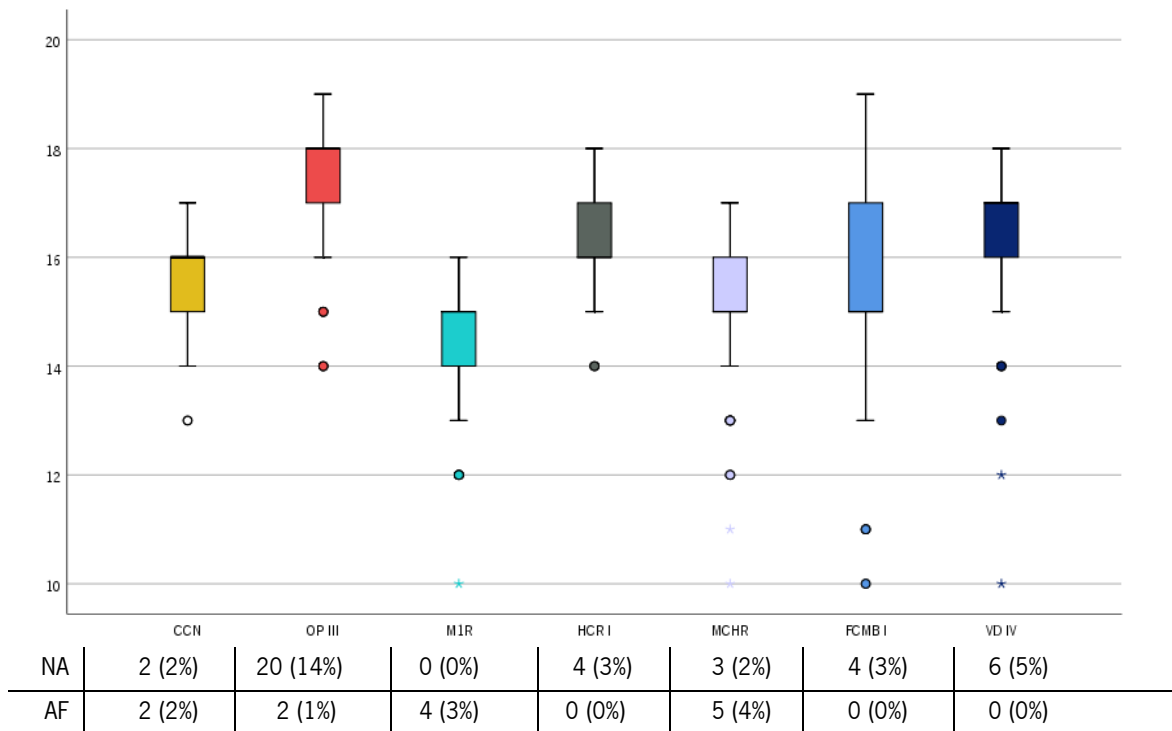


* \sum Favorable responses (Agree + strongly agree + completely agree)

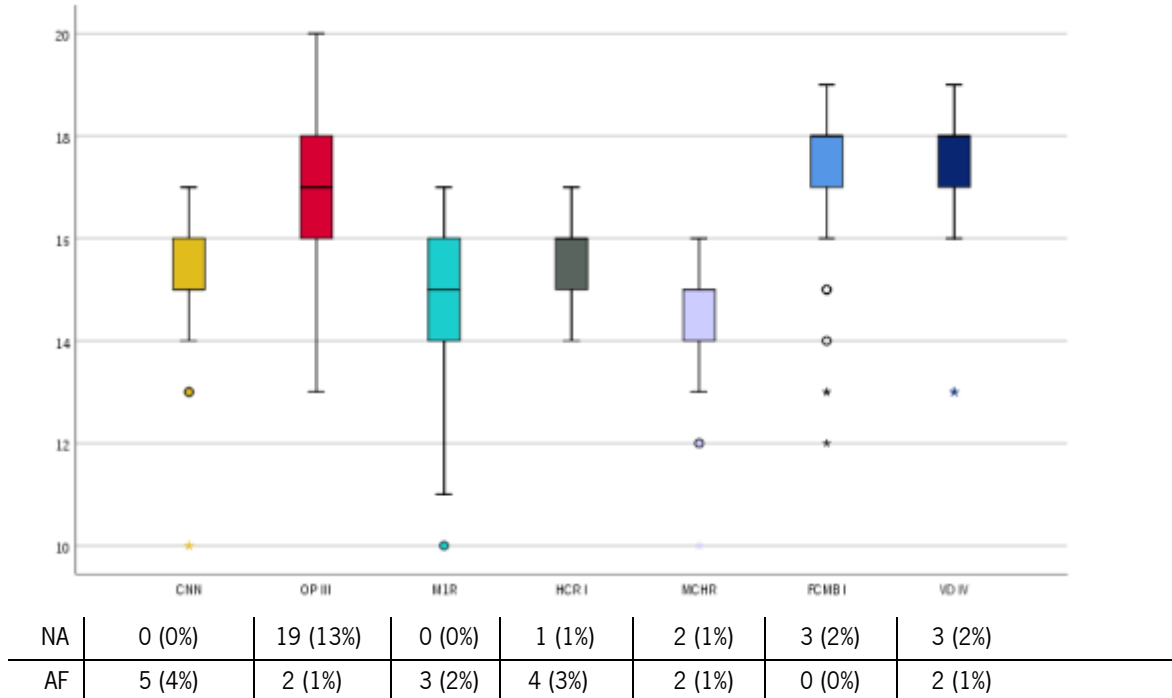
4th year

Distribution of Student Scores (*)

2016-2017



2017-2018



Legend

CCN – Clinical Neurosciences

M1R – Medicine I Residency

OP III – Option Project III

HCR I – Health Centers Residency I

VD IV – Vertical Domains IV

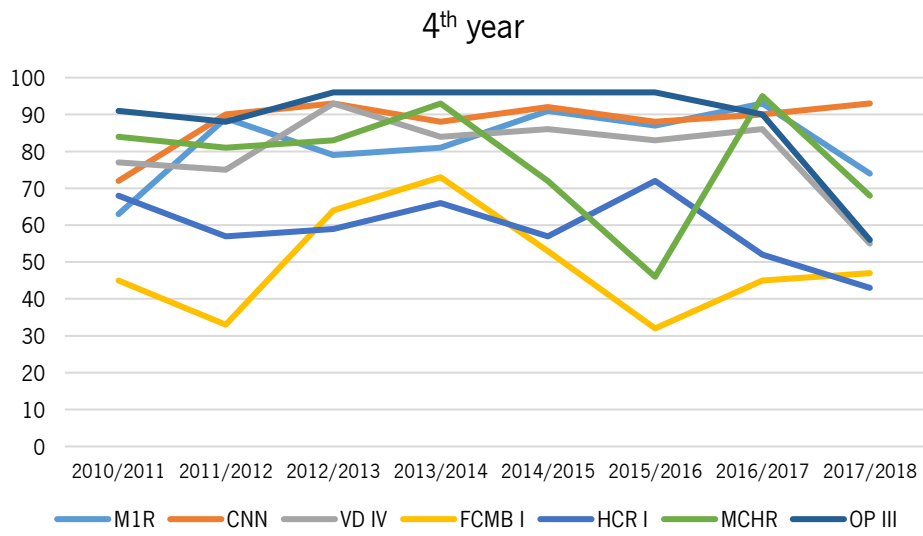
MCHR – Maternal and Child Health Residency

FCMB I – From Clinical to Molecular Biology I

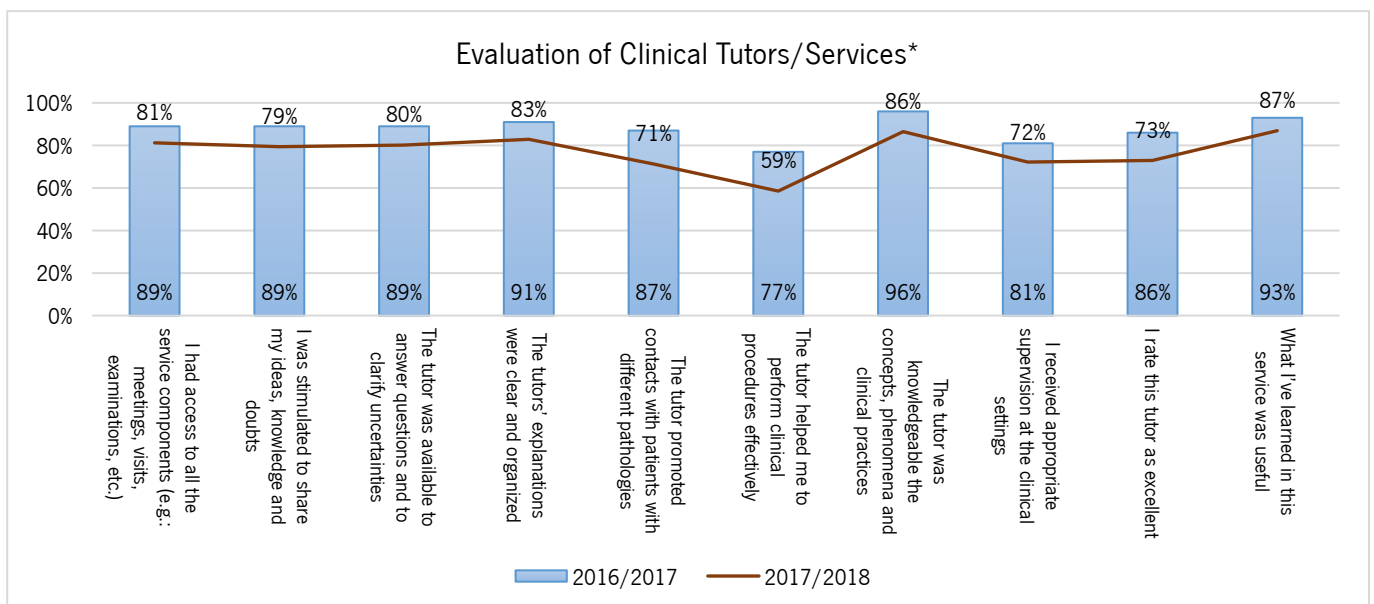
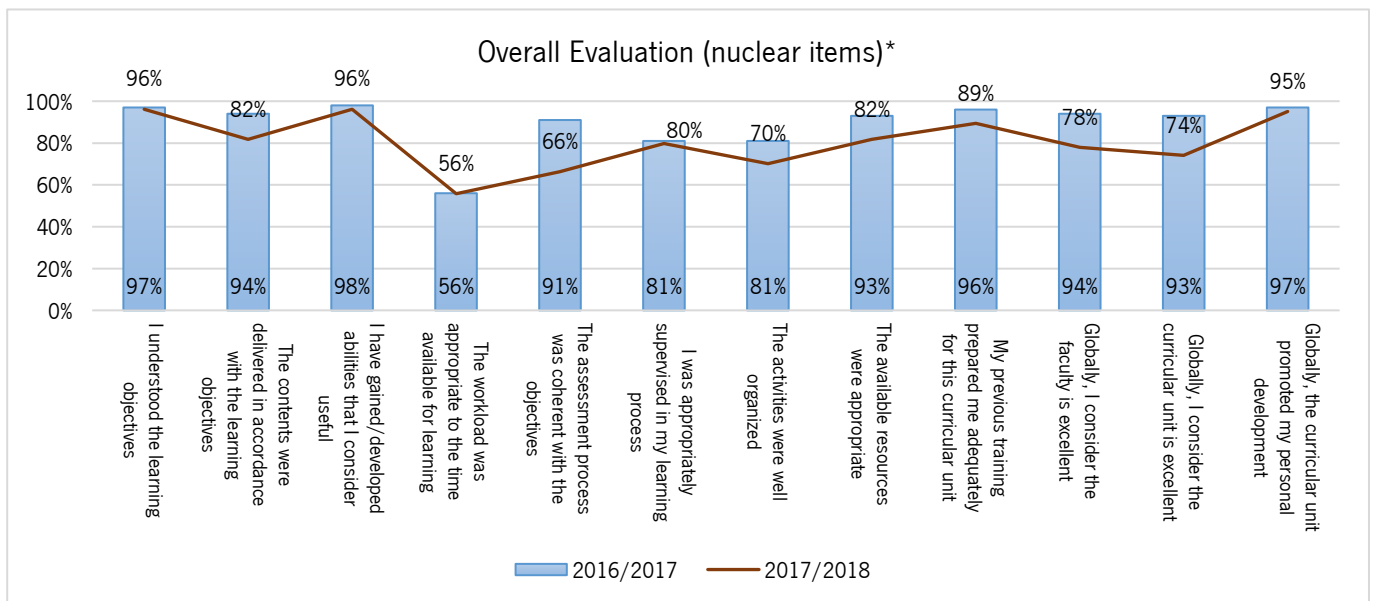
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

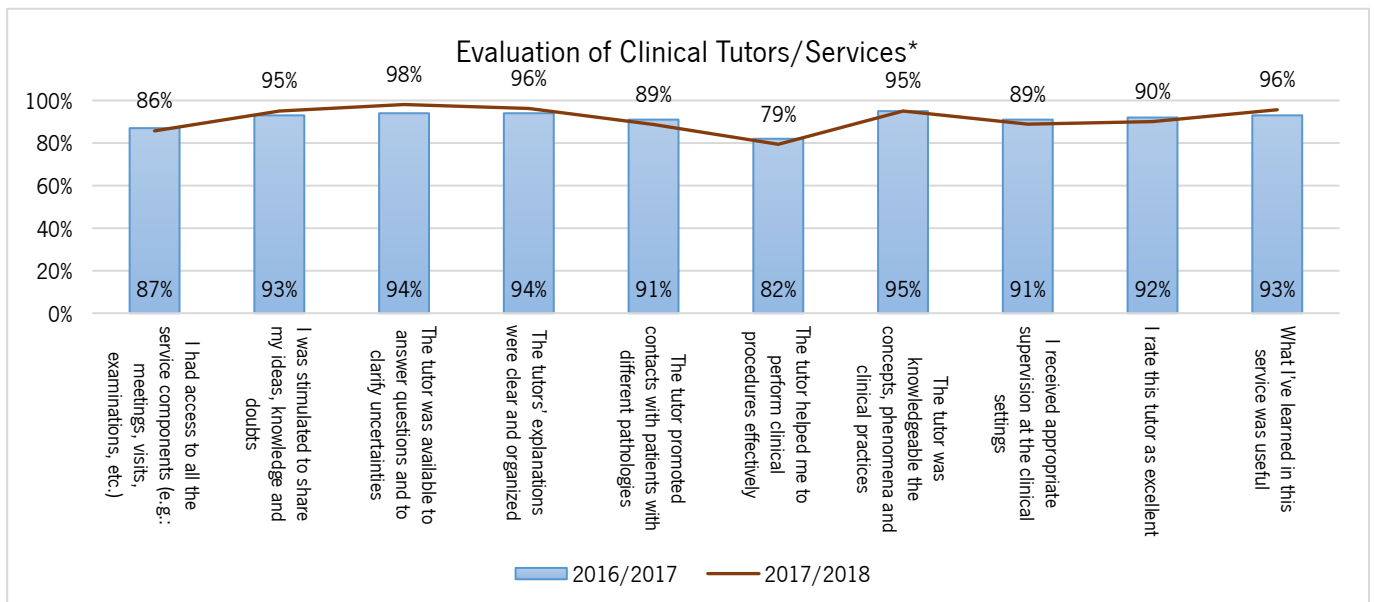
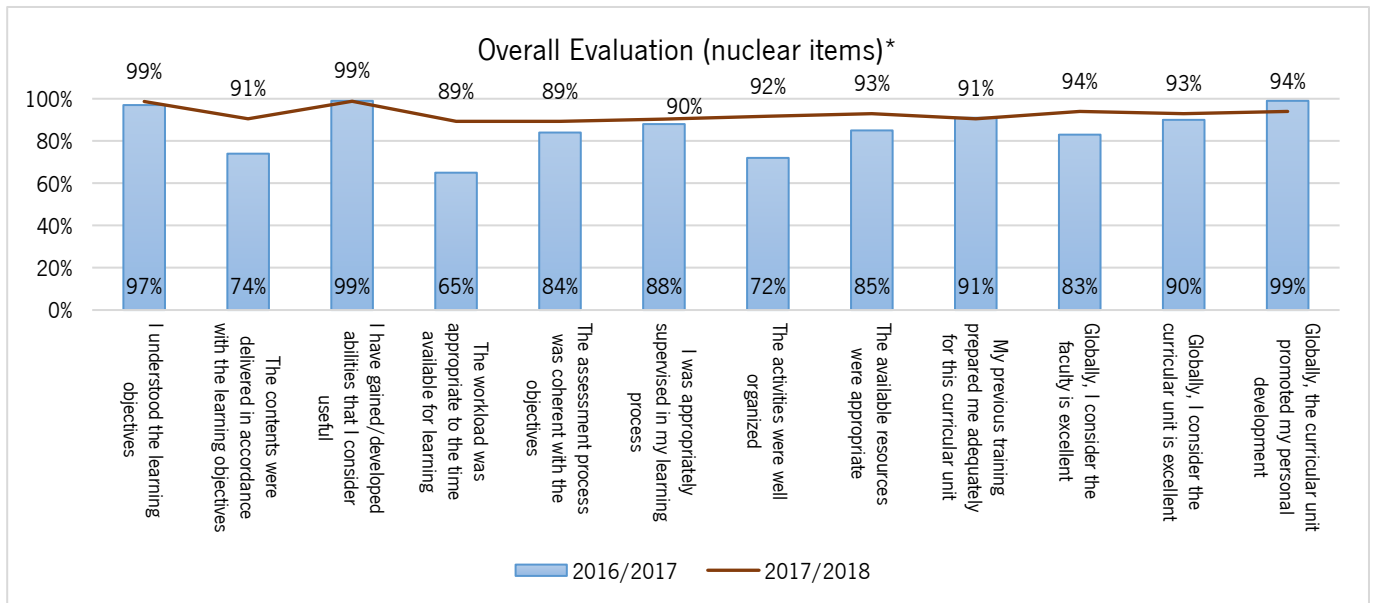


Curricular Unit: **Medicine I Residency**



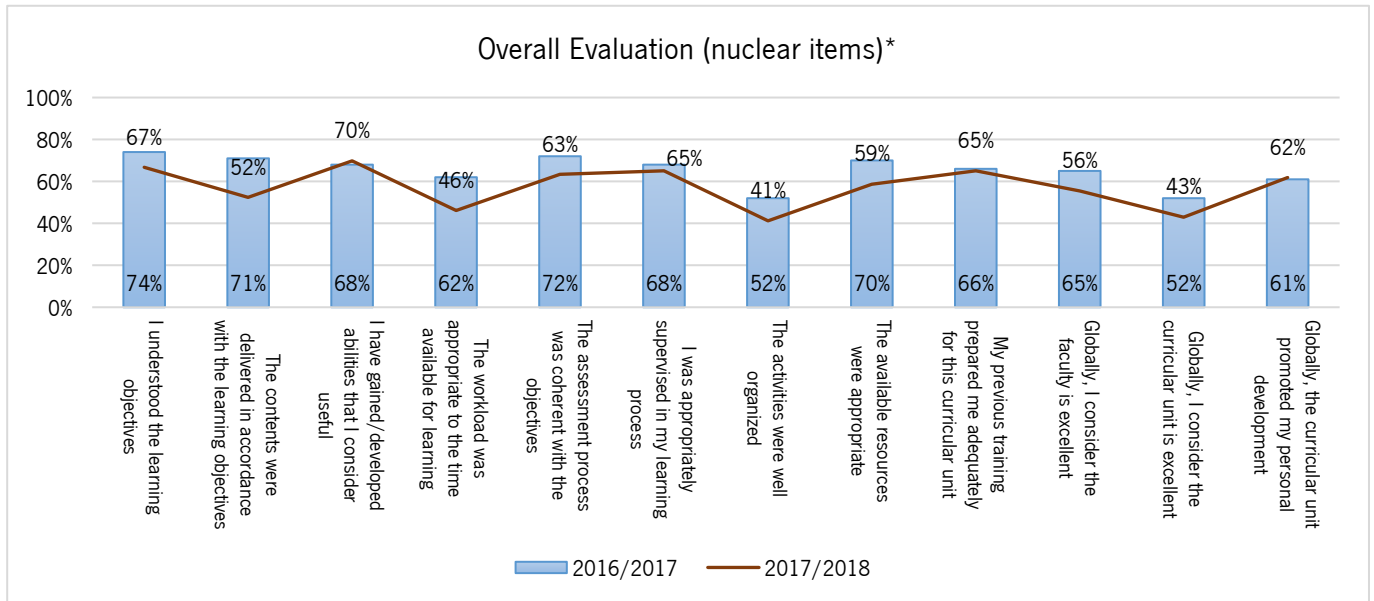
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Clinical Neurosciences**

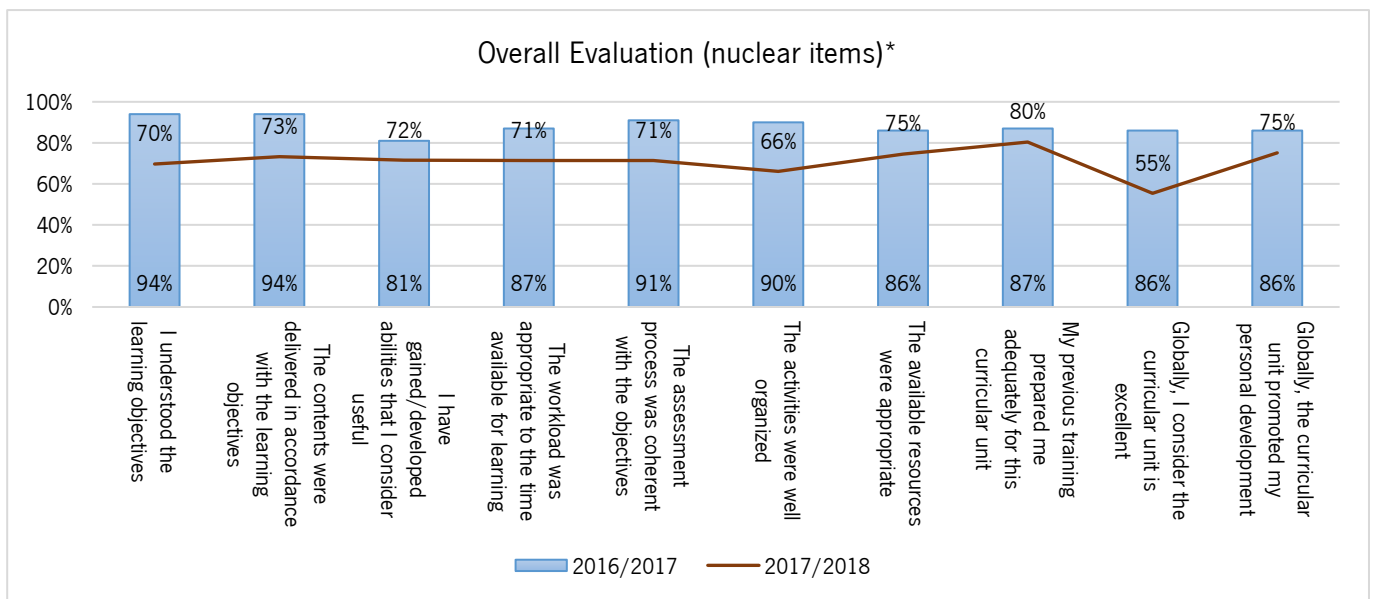


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Health Centers Residency I**

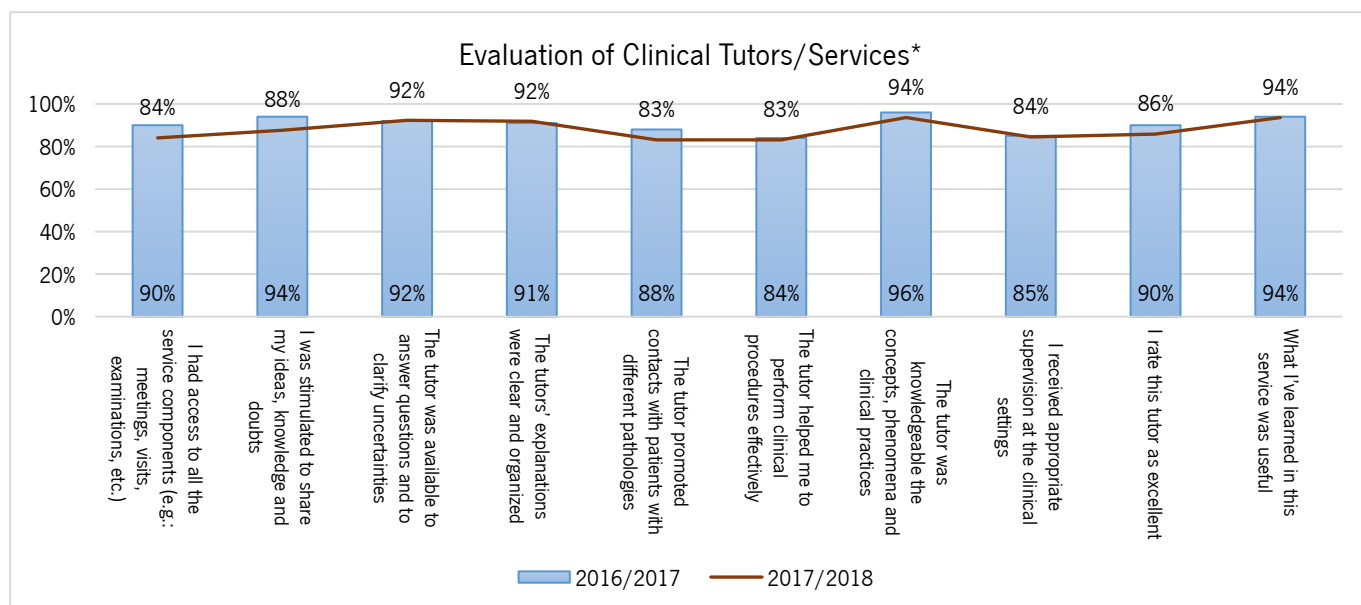
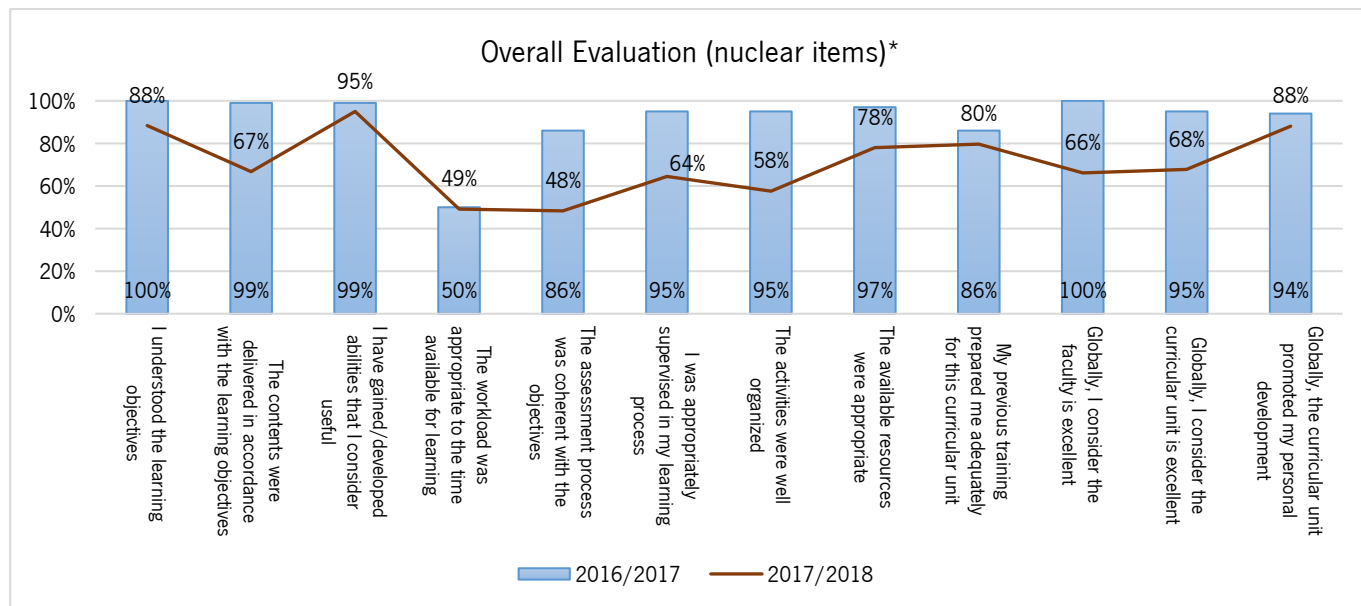


Curricular Unit: **Vertical Domains IV**



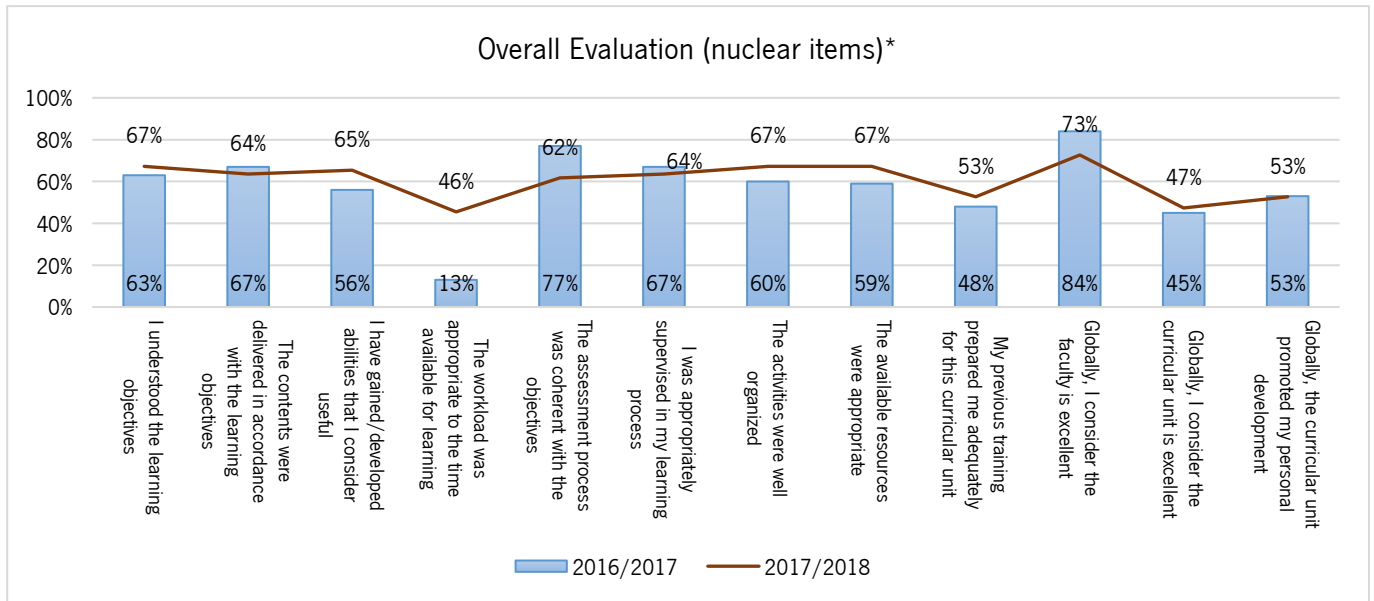
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

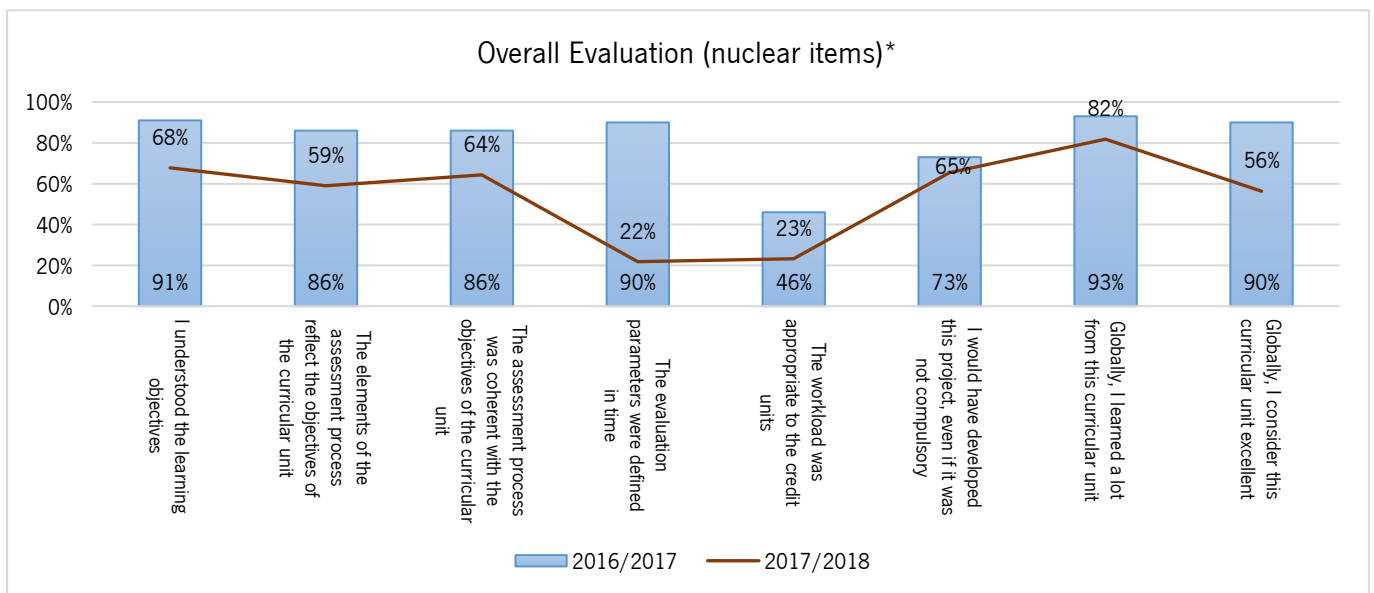


* \sum Favorable responses (Agree + strongly agree + completely agree)

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



Curricular Unit: **Option Projects III**

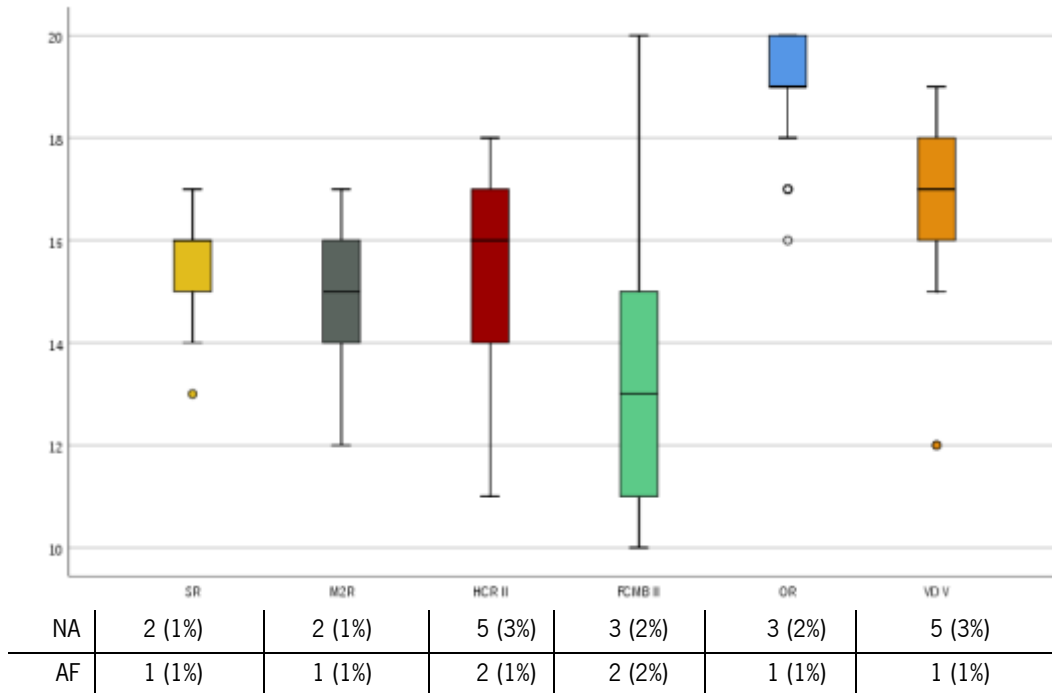


* \sum Favorable responses (Agree + strongly agree + completely agree)

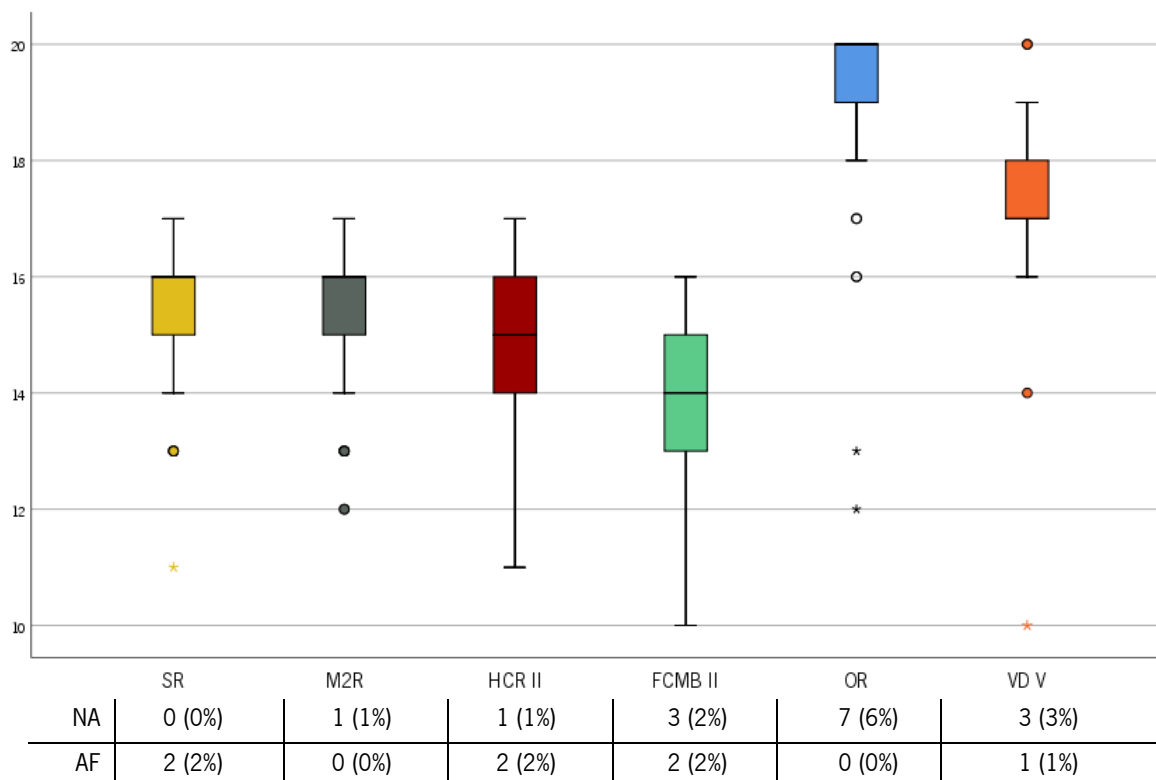
5th year

Distribution of Student Scores (*)

2016-2017



2017-2018



Legend

SR – Surgery Residency
 M2R – Medicine II Residency
 HCR II – Health Centers Residency II
 OR – Optional Residencies

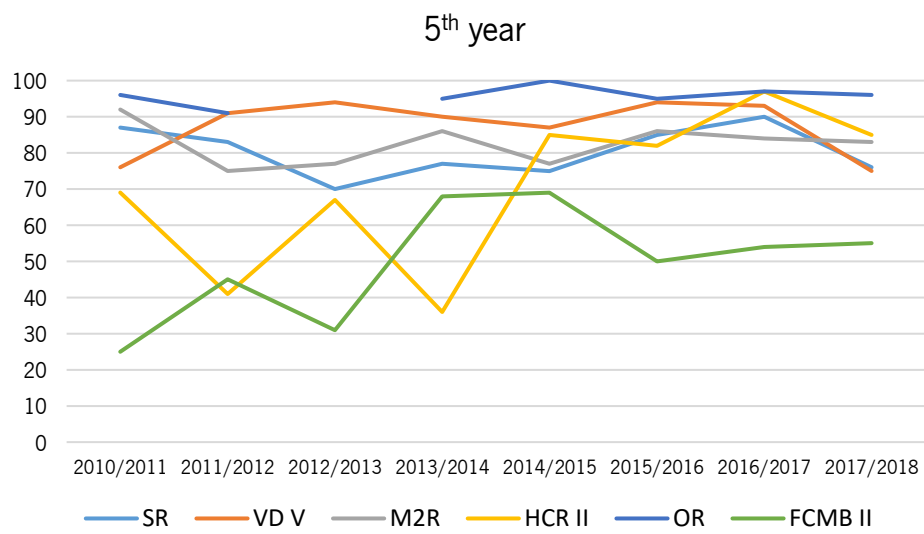
VD V – Vertical Domains V

FCMB II – From Clinical to Molecular Biology II

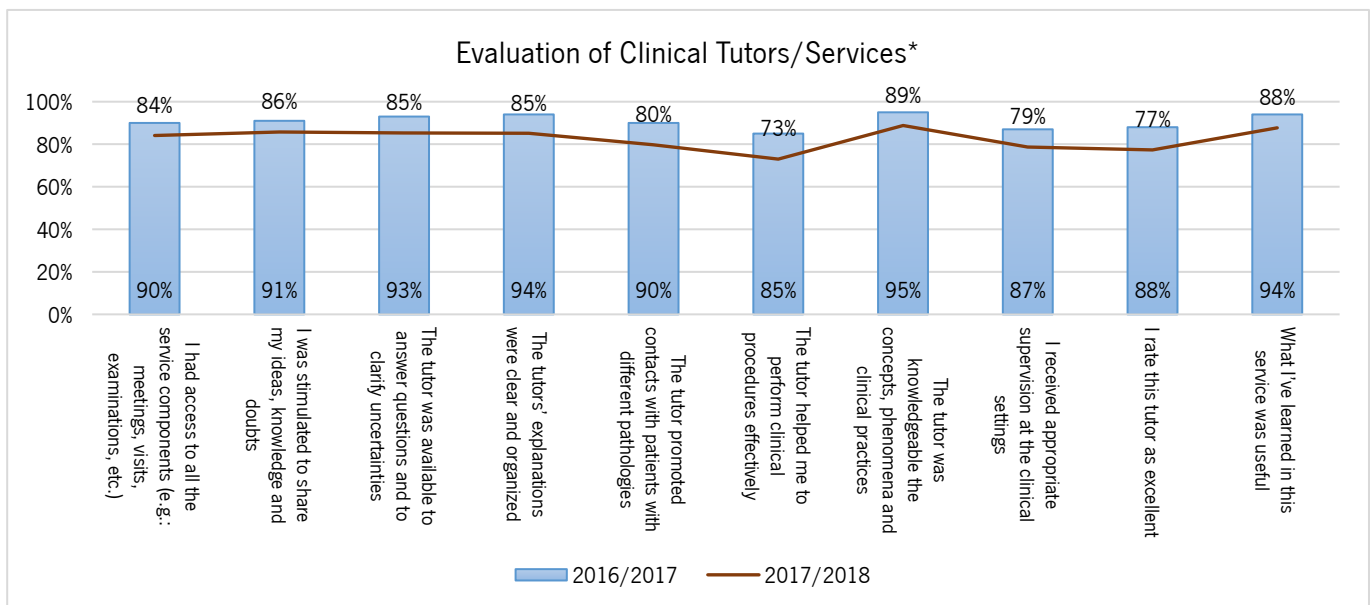
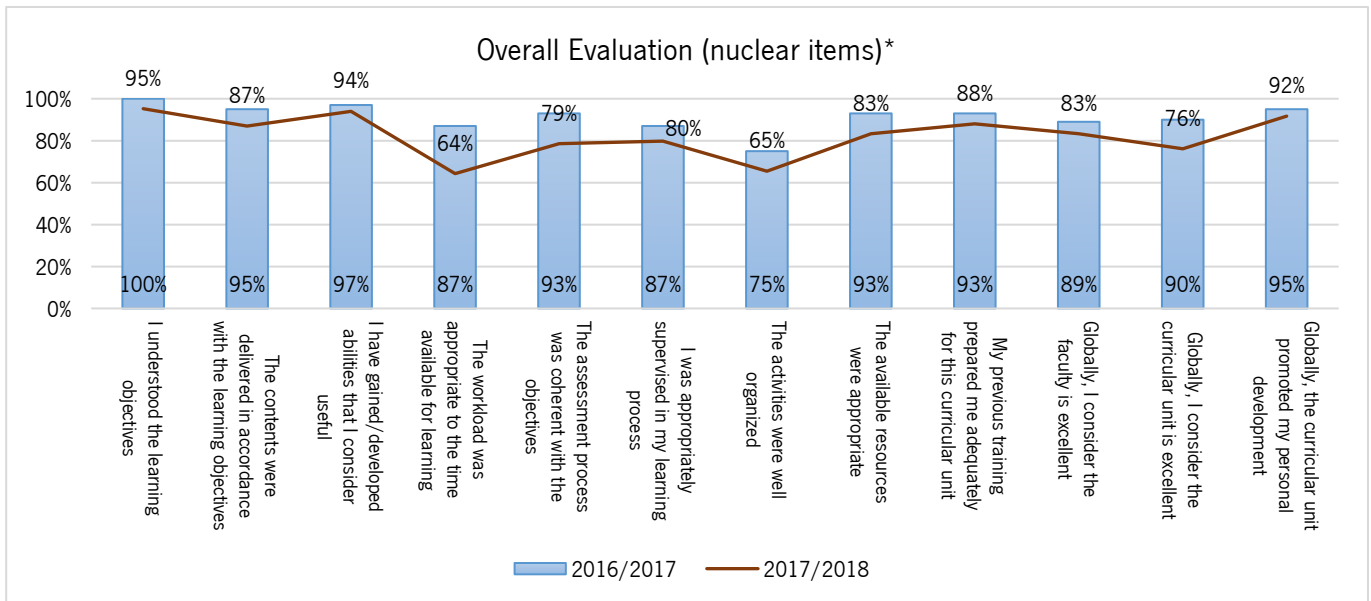
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

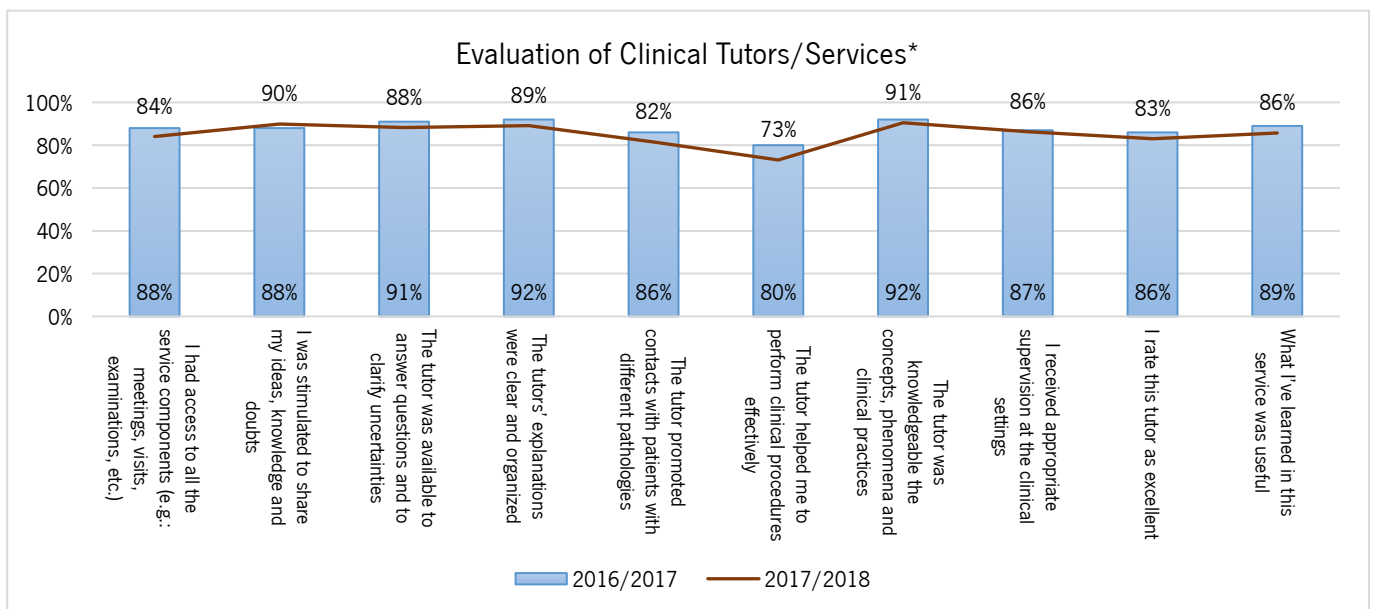
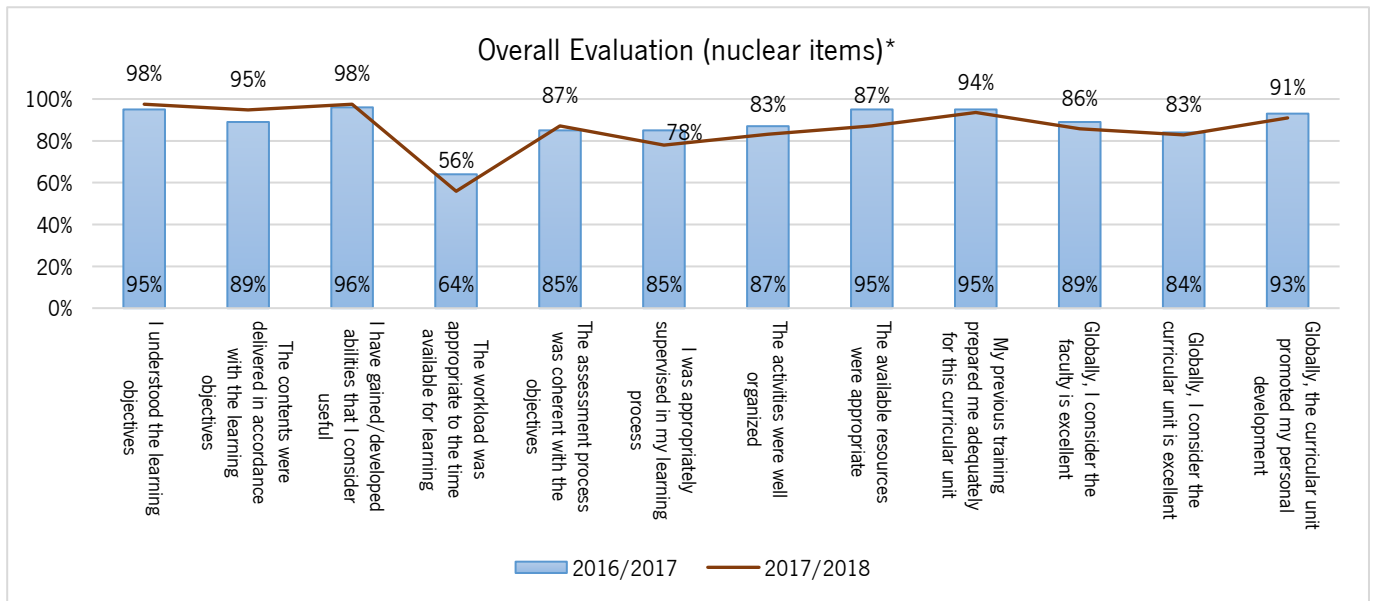


Curricular Unit: **Surgery Residency**



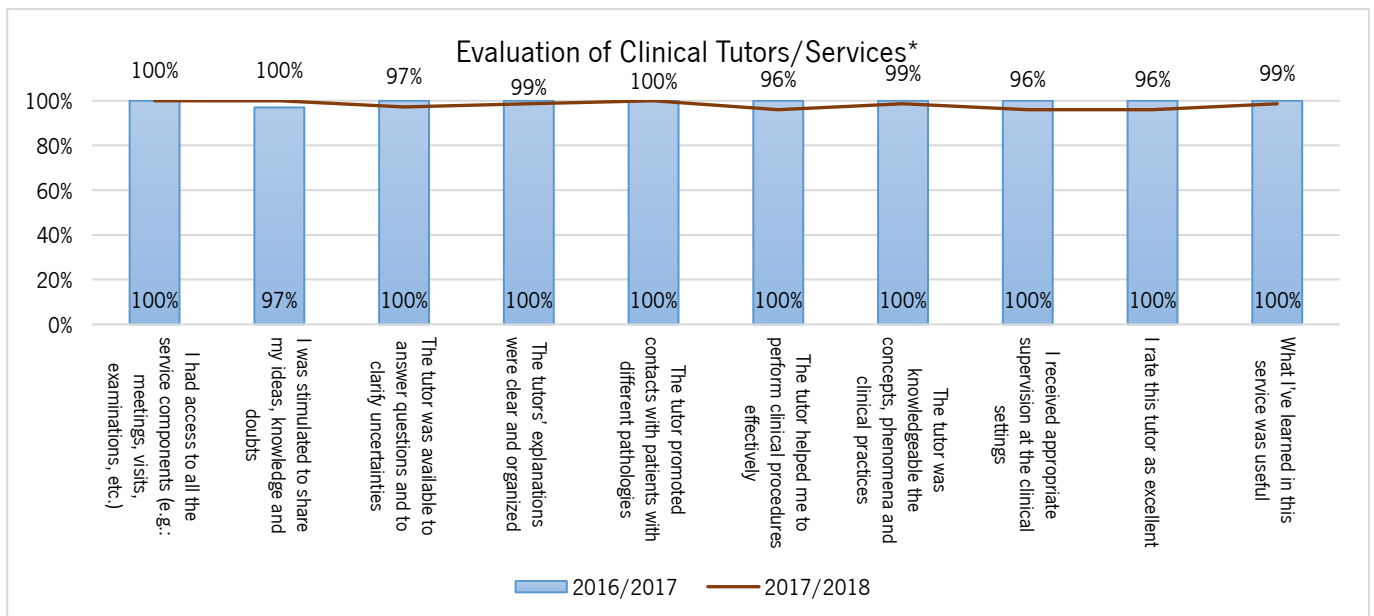
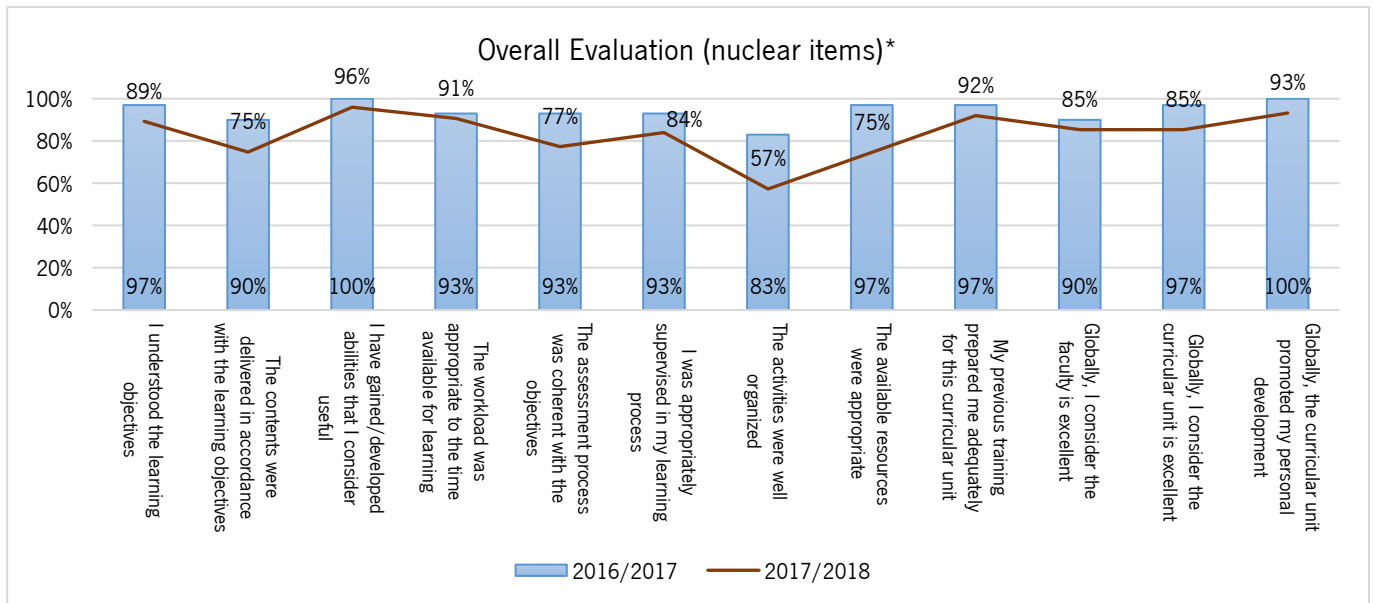
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Medicine II Residency**



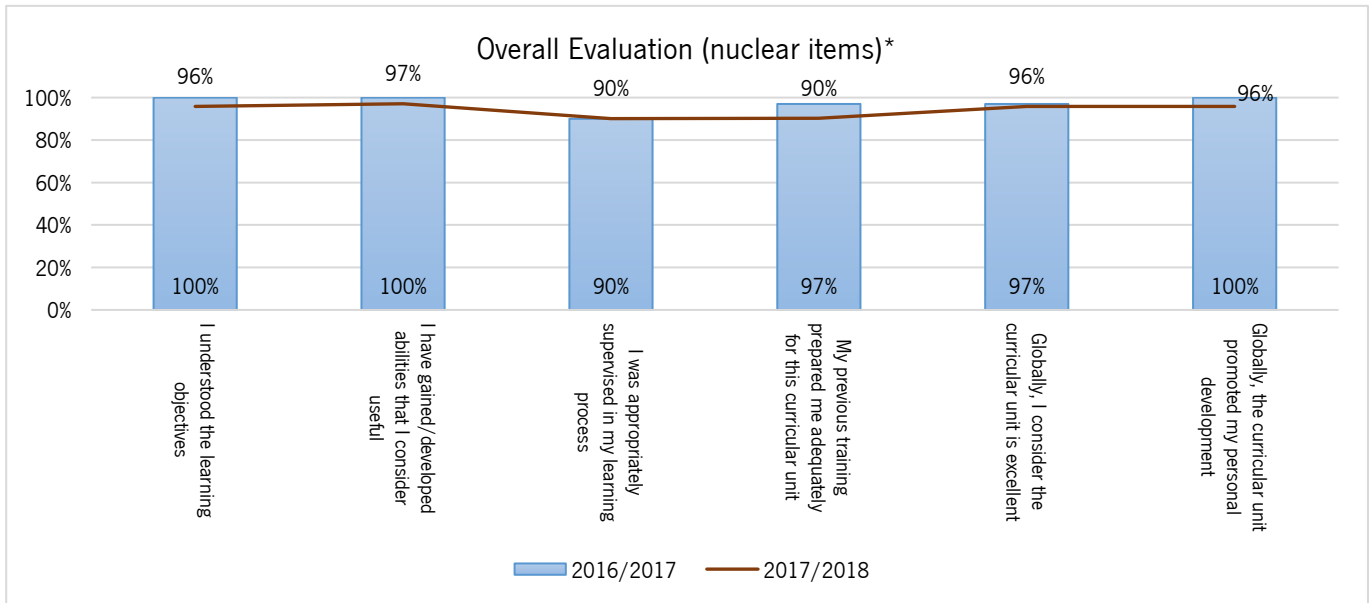
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Health Centers Residency II**

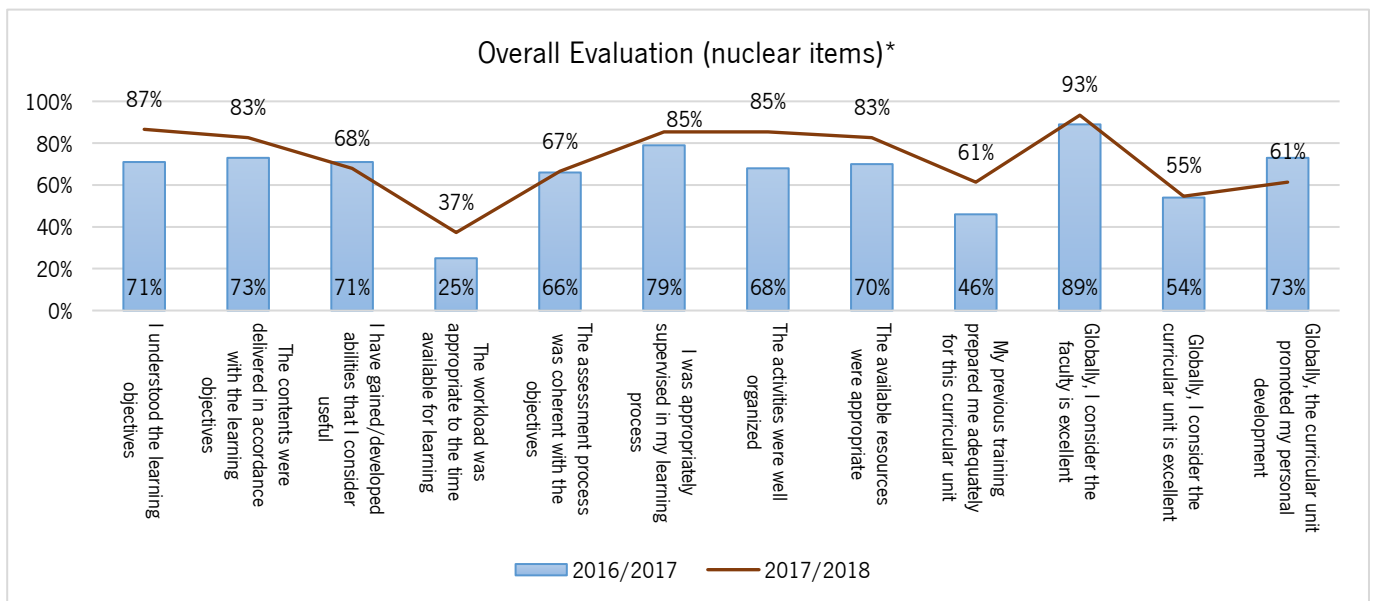


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Optional Residencies**

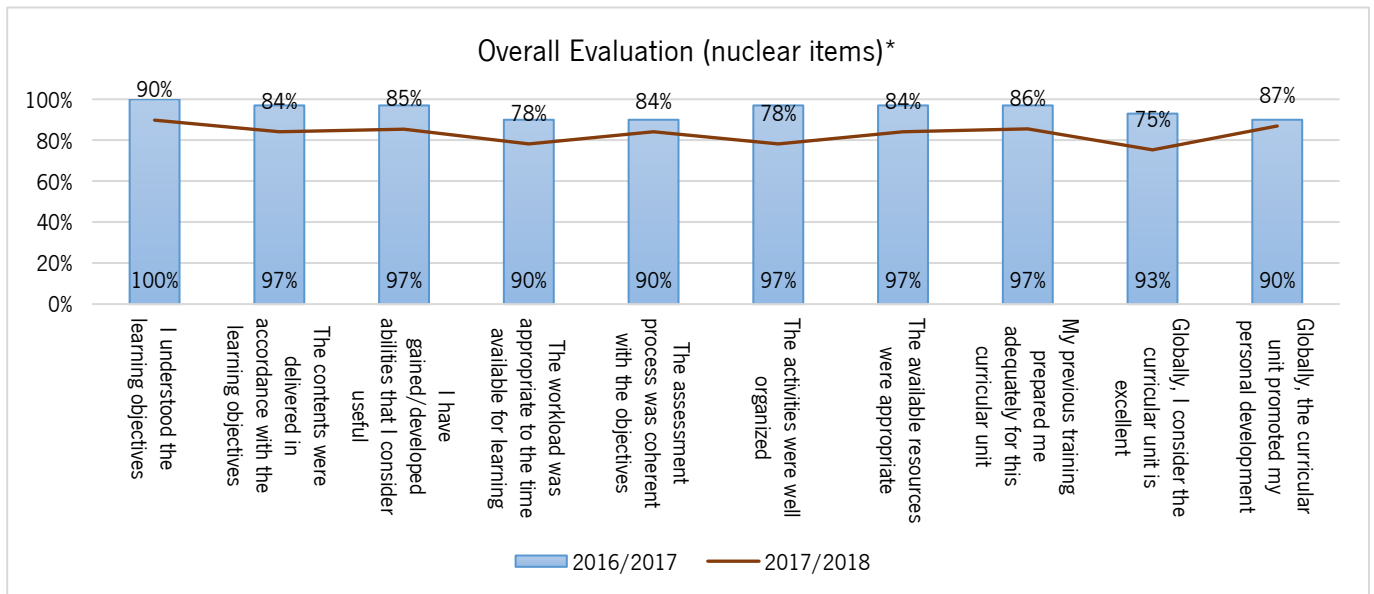


Curricular Unit: **From Clinical to Molecular Biology II**



* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Vertical Domains V**

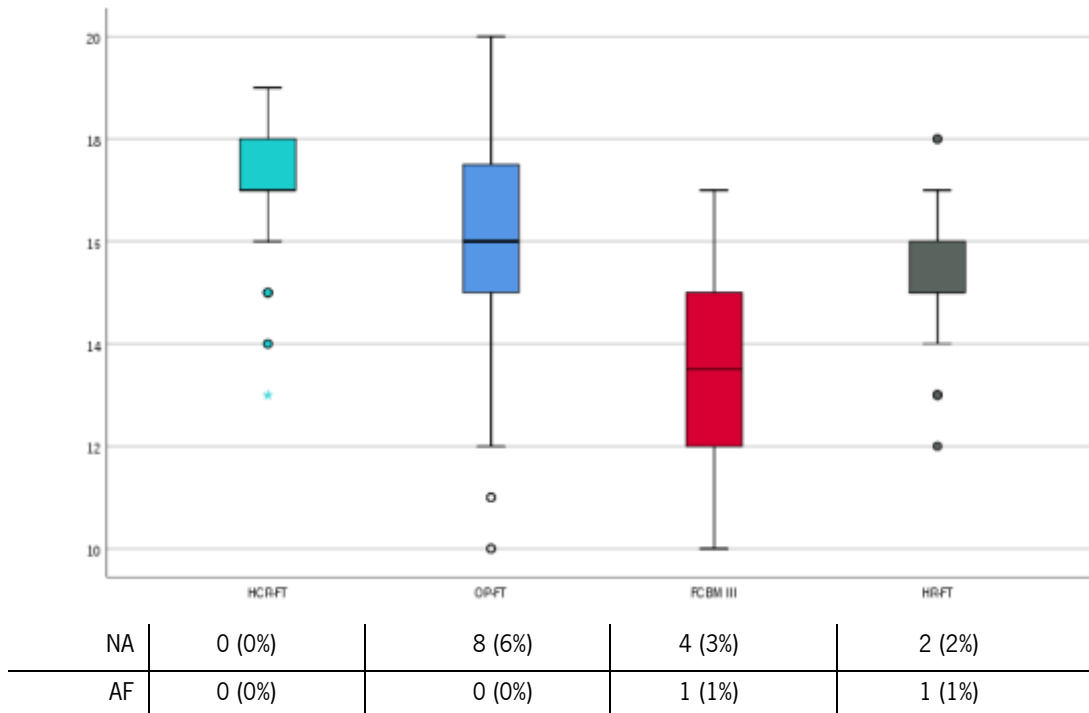


* \sum Favorable responses (Agree + strongly agree + completely agree)

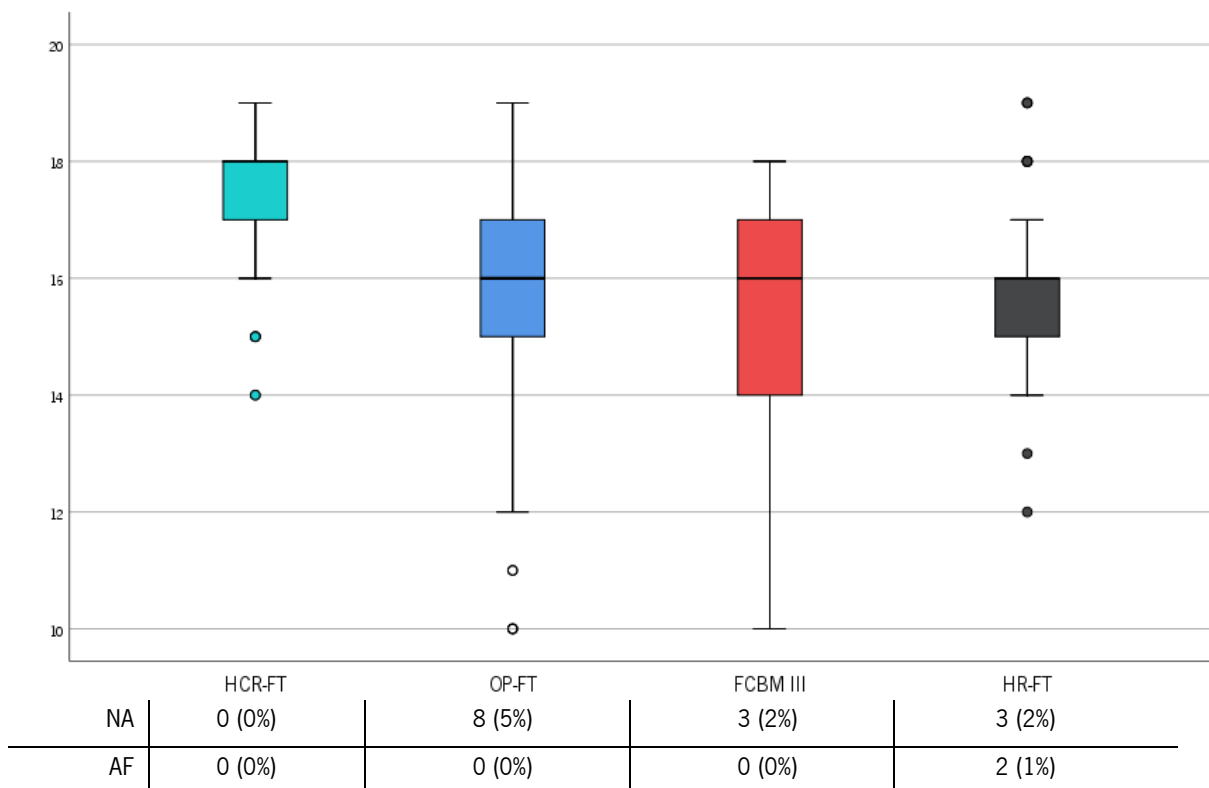
6th year

Distribution of Student Scores (*)

2016-2017



2017-2018



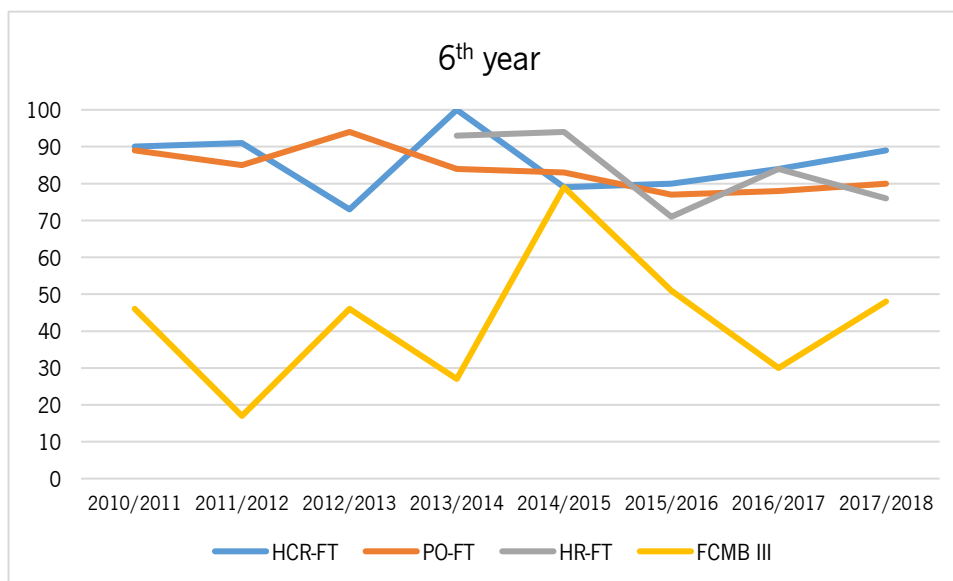
Legend

- HCR-FT – Health Centers Residency - Final Training
- PO-FT – Option Projects - Final Training
- HR-FT – Hospital Residencies - Final Training
- FCMB III – From Clinical to Molecular Biology III

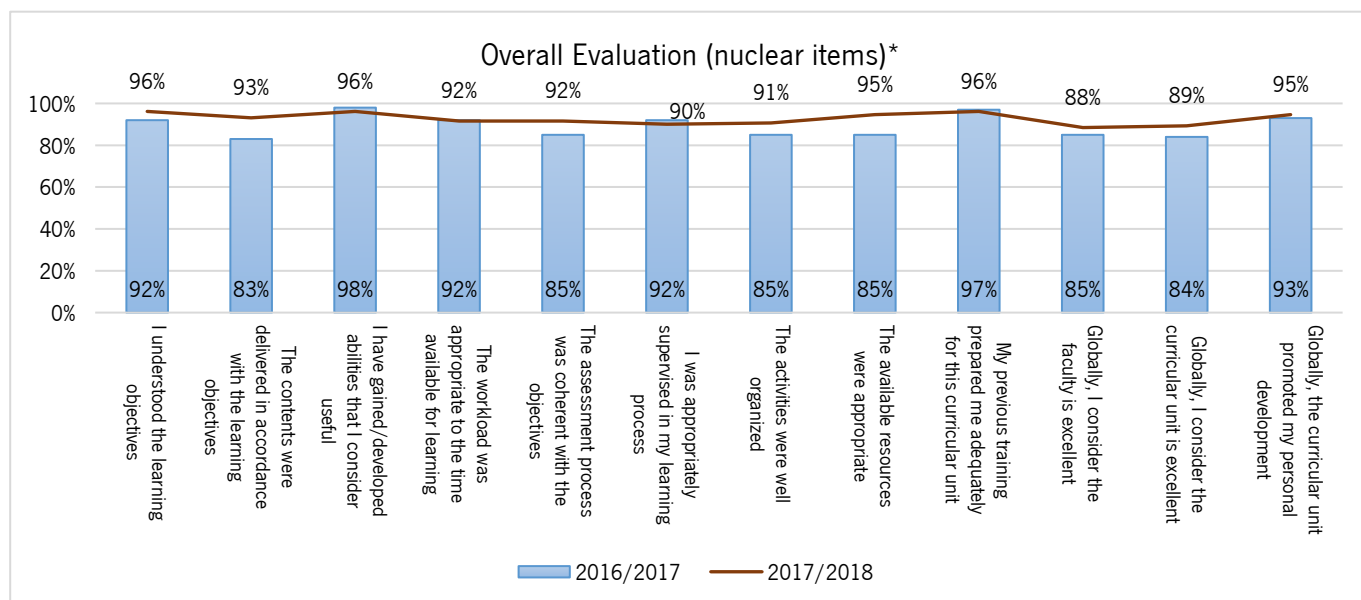
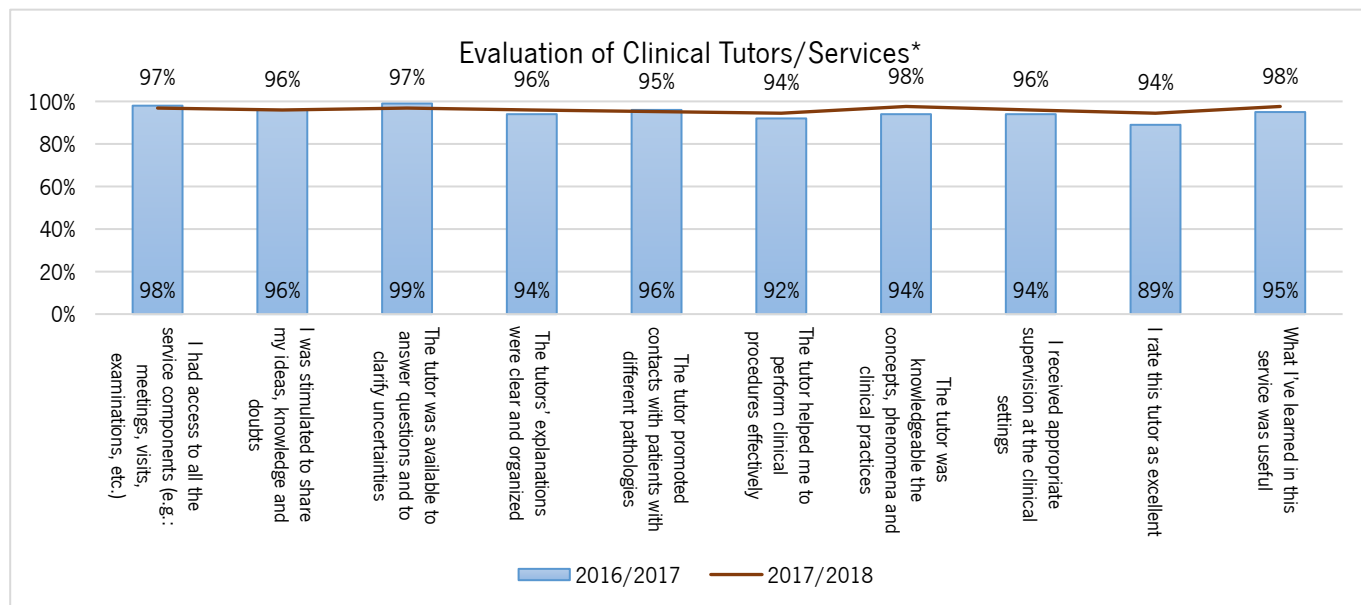
(*) Output provided by the database of EM-UMinho Longitudinal Study

(**) Non-attendants (NA) / (***) Academic failures (AF)

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

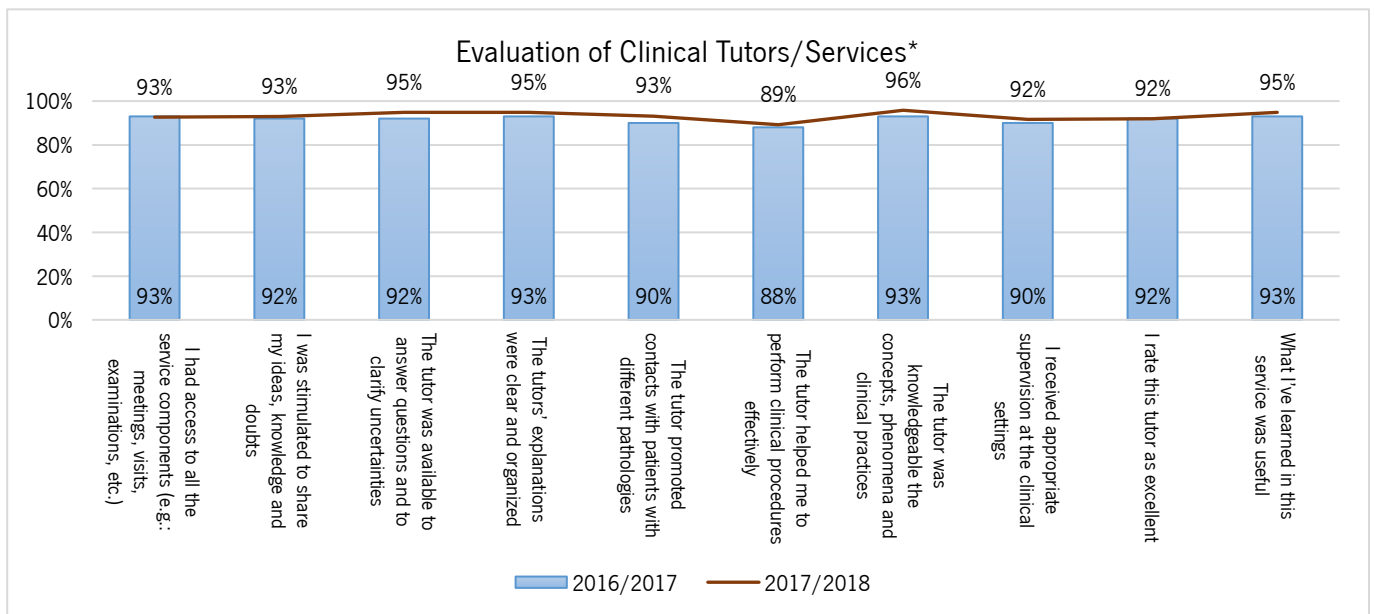
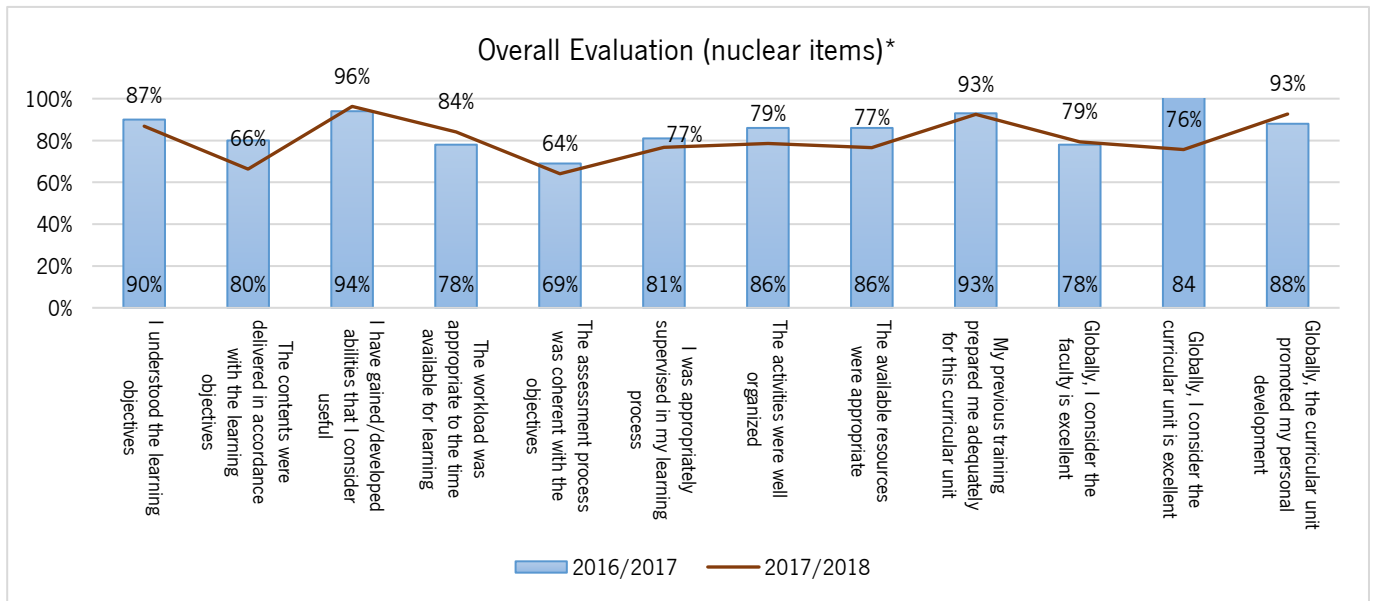


Curricular Unit: **Health Centers Residency – Final Training**



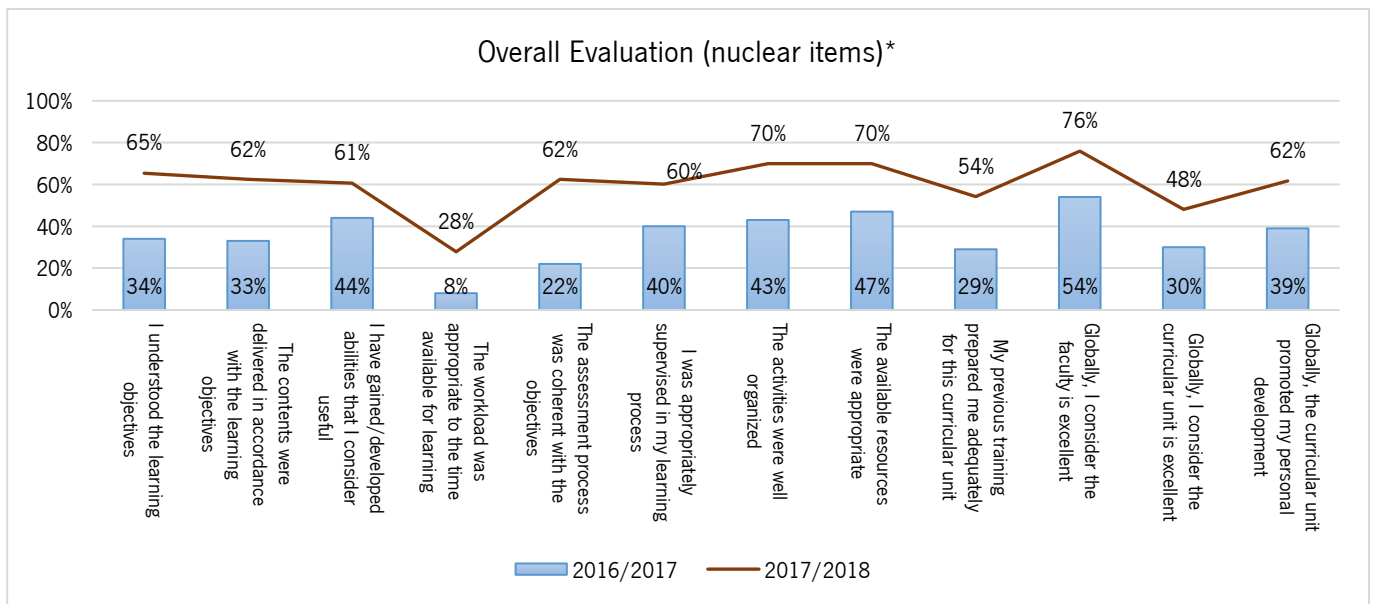
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

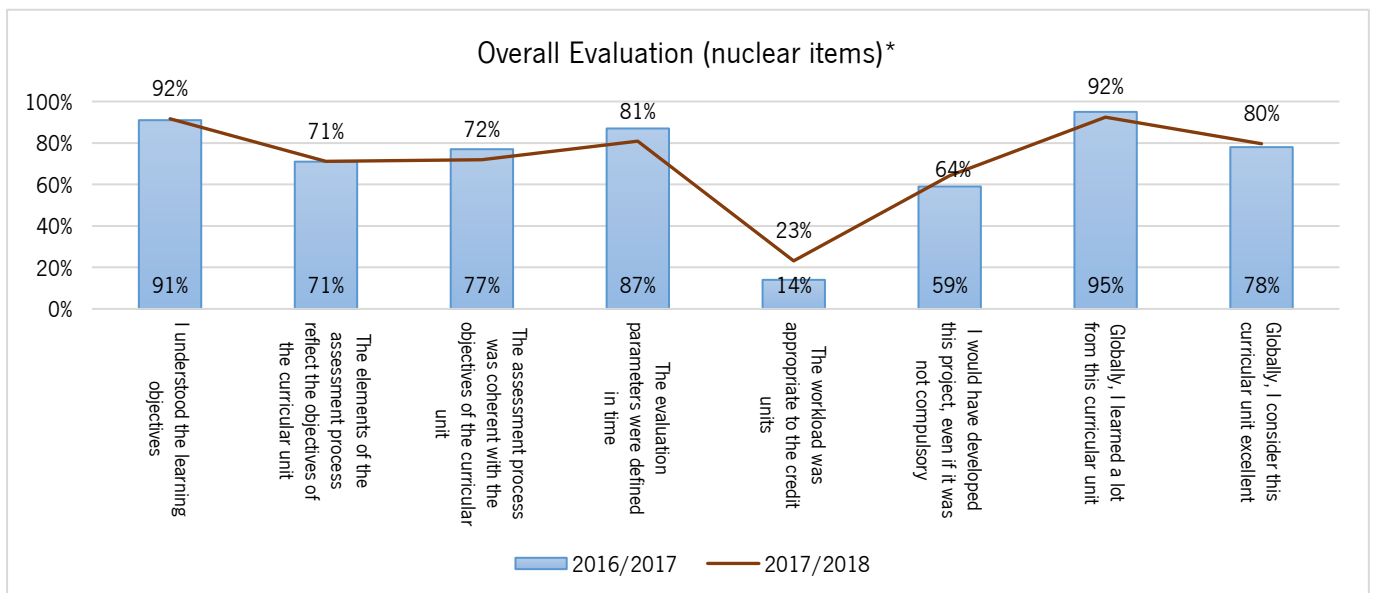


* Σ Favorable responses (Agree + strongly agree + completely agree)

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



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



* \sum Favorable responses (Agree + strongly agree + completely agree)

STUDENTS ADMITTED/REGISTERED 2017-2018

PURPOSE

This document presents a socio-demographic descriptive analysis of students registered in the Medical degree of the EM-UMinho School of Medicine of University of Minho. The document compares the new class of 2017-2018 incoming students with all students from previous years, offering a perspective on the evolution of the sociodemographic of Minho's students. The data were collected by Medical Education Unit at the moment of students' admission, as part of the Minho's Longitudinal Educational Study of School of Medicine.

Used abbreviations:

EM-UMinho – School of Medicine 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		
		2001/2017	2017/2018	Total
Original	NAP: general contingent – 1 st phase	1371	115	1486
	NAP: general contingent – 2 nd phase	21	0	21
	NAP: general contingent – 3 rd phase	4	0	4
	NAP: general contingent - complaints	2	0	2
	NAP: general contingent	1398	115	1513
	NAP: islands contingent– 1 st phase	67	6	73
	NAP: handicapped contingent– 1 st phase	18	0	18
	NAP: emigrants contingent– 1 st phase	21	0	21
	NAP: military contingent– 1 st phase	4	0	4
	NAP: other contingents: complaints	4	0	4
	NAP: Other contingents - total	114	6	120
	NAP: All contingents – 1st phase	1481	121	1602
	Total National Admission Process	1512	121	1633
	SAR: athletes	15	0	15
	SAR: diplomats	4	1	5
	SAR: Portuguese Speaking African Countries	13	5	18
	SAR: Timor	1	1	2
	SAR: Total	33	7	40
	SAP: graduates	24	0	24
	Transfers	6	0	6
	Reinstatement	3	0	3
	Extraordinary Legislation	2	0	2
	Total of other processes of admission	68	7	75
Total	1580	128	1708	
Alternative	SAP: graduate-entry students**	110	18	128
	Reinstatement	1	0	1
	Aveiro	10	0	10
	Total	121	18	139
Original & Alternative	Total	1701	146	1847

* the alternative track began in 2011-2012.

Registered students - High school entry track

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

Figure 1: Student option for EM-UMinho: all NAP contingents (The EM-UMinho was my # option)

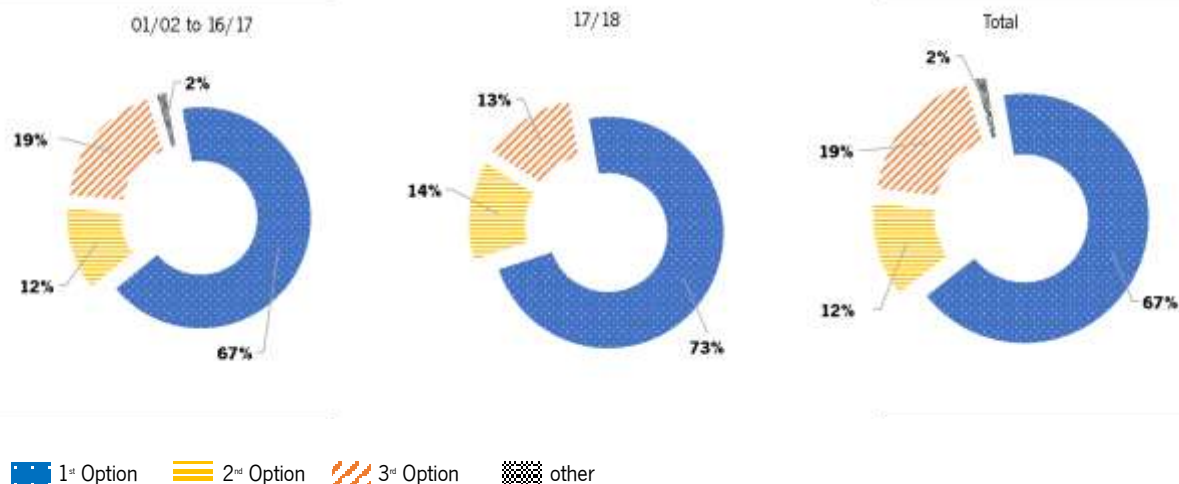


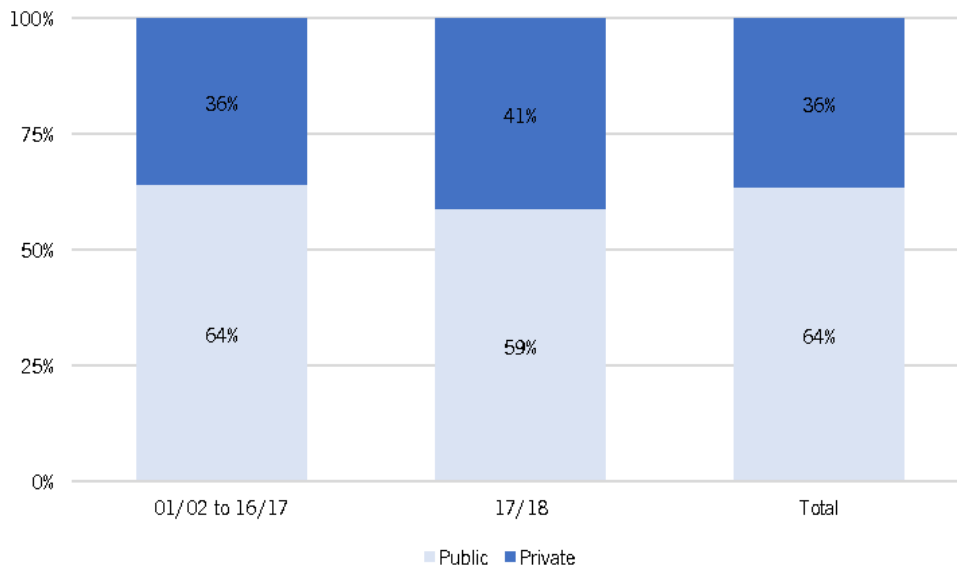
Table 2: Grade point average: general contingents

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2017	185,4	3,6	178,7	197,3	1371	100%
2017/2018	184,8	3,5	177,0	195,2	115	100%
Total	185,3	3,6	177,5	197,3	1486	100%

Table 3: Grade point average: other contingent

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
2001/2017	164,3	10,3	140,2	188,7	110	100%
2017/2018	166,2	6,9	154,5	172,3	6	100%
Total	165,2	10,3	140,2	188,7	116	100%

Figure 2: Type of secondary school attended in the 12th grade: all contingents



2. All admission processes: all registered students

Figure 3: Student gender

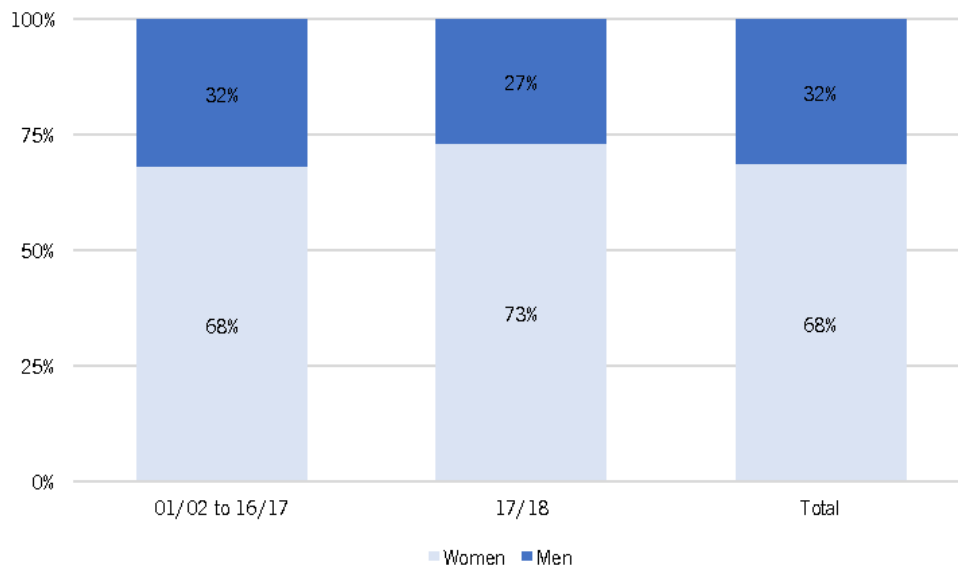


Table 4: Student age

	2001/2017						2017/2018					
	N	%	M	DP	Min	Max	N	%	M	DP	Min	Max
NAP	1546	95,7%	18,91	1,33	16,88	38,14	121	96%	19,38	0,98	17,97	27,73
SAR	33	2,0%	18,61	0,91	17,65	21,89	5	4%	19,35	0,66	18,62	19,94
SAP: graduated	25	1,5%	28,57	3,32	24,07	40,59	0	0%	0	0	0	0
Transfers and Reinstatement	9	0,6%	24,14	4,31	17,77	29,18	0	0%	0	0	0	0
Extraordinary legislation	2	0,0%	18,84	0,15	18,74	18,95	0	0%	0	0	0	0
Sample (representativeness)	1616	95,7%	19,08	1,86	16,88	40,59	126	100%	19,37	0,97	17,97	27,73

Figure 4: Student nationality

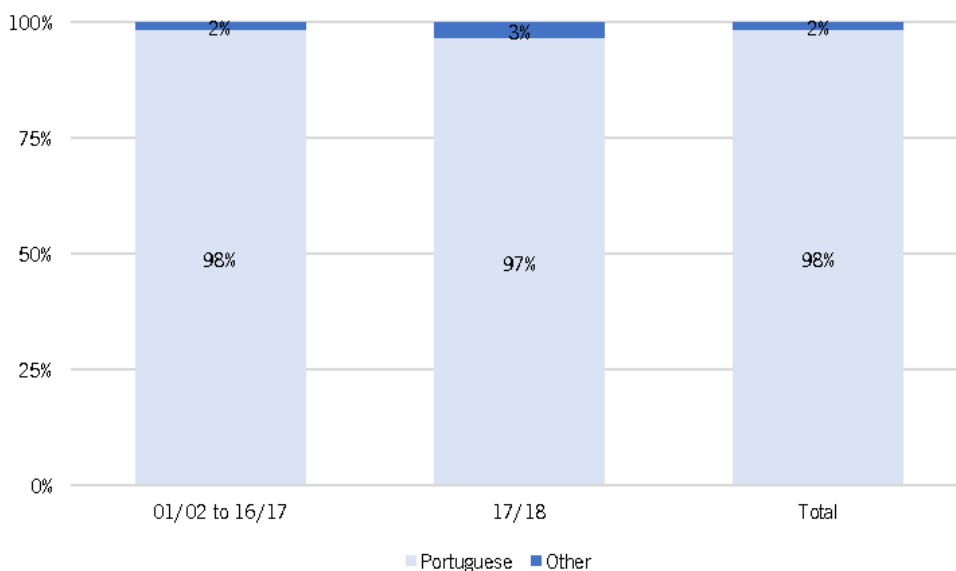


Figure 5: District of origin

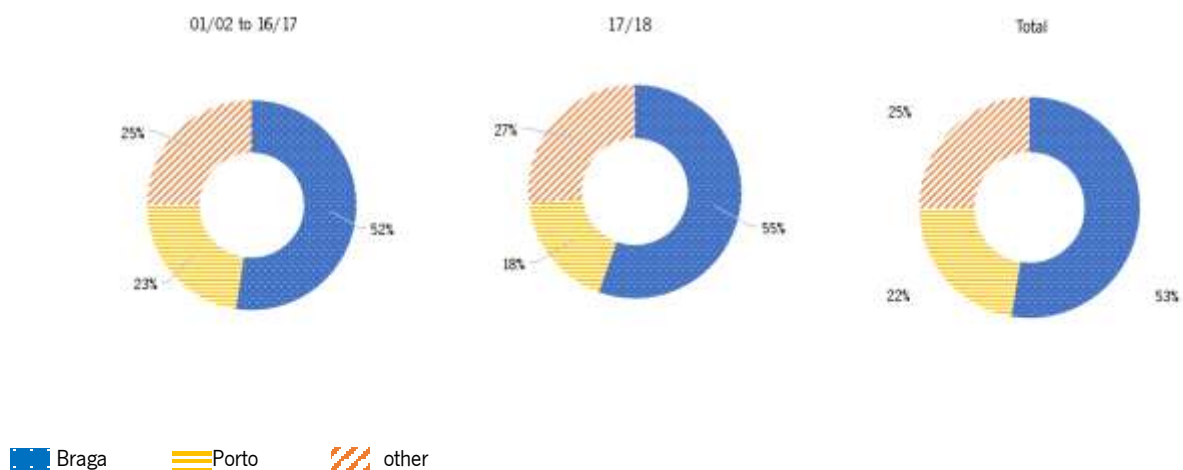


Figure 6: Student admission: moving away from the family home (study in EM-UMinho meant I had to leave the family home)

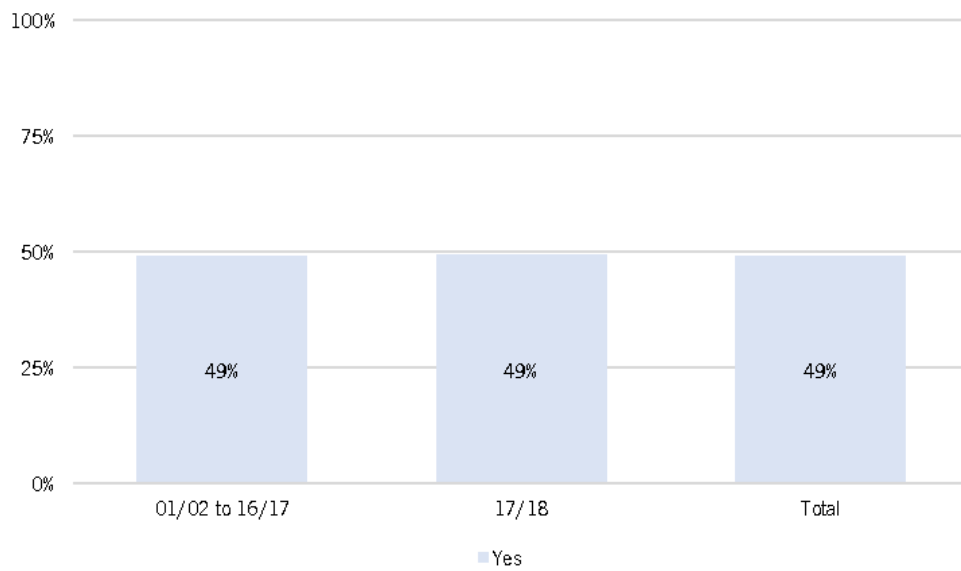


Figure 7: Student registration in higher education: 1st time

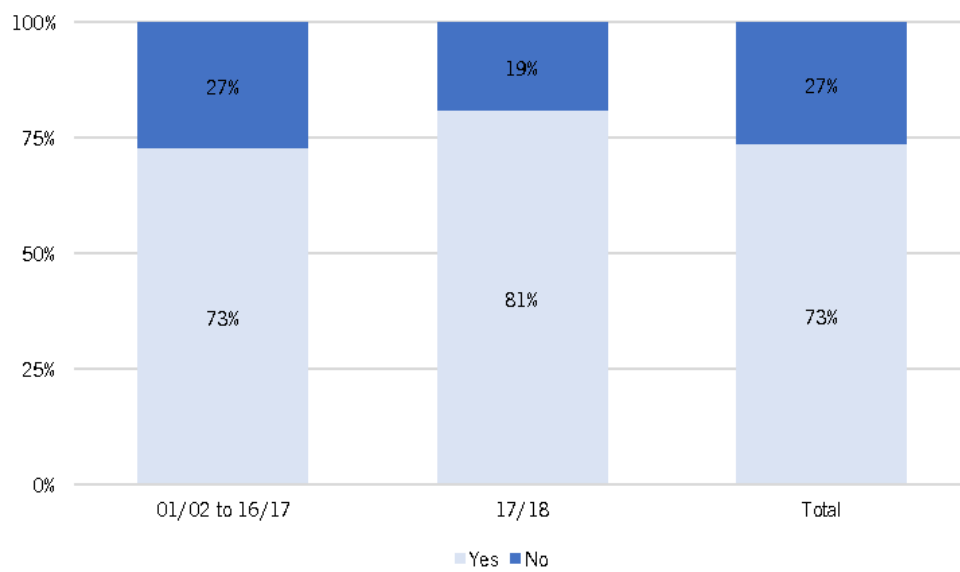


Table 5: Factors that influenced student's decision to choose EM-UMinho

Factor	1st Factor	One of the four relevant factors
Geographical proximity	25%	55%
Quality of learning/teaching process	15%	52%
Prestige of the degree	11%	38%
I liked the learning/teaching methods	5%	28%
I liked the curriculum of the degree	7%	28%
Grade point average in the previous year	6%	17%
Parents and/or relatives influence	2%	11%
Former or actual students information	1%	14%
Economic resources owned	2%	12%

Table 6: Student educational background on admission

	Academic Year of Admission					
	2001/2017		2017/2018		Total	
	N	%	N	%	N	%
Secondary school	1502	98%	118	99%	1620	97,7%
Higher education - bachelor	4	0%	1	1%	5	0,3%
Higher education – “licenciatura”	24	2%	0	0%	24	2%
Postgraduate - Master	4	0%	0	0%	4	0,3%
Postgraduate - PhD	5	0%	0	0%	5	0,3%
Sample (representativeness)	1539	95%	119	94%	1658	95%

Figure 8: Student employment status on admission

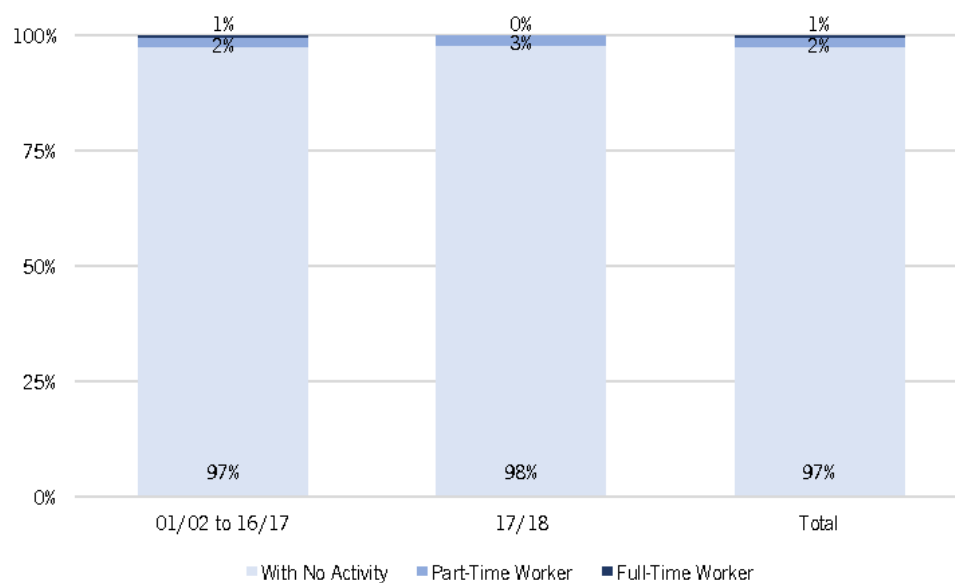


Table 7: Student parents educational background

	Father		Mother	
	N	%	N	%
No qualifications	0	0%	1	0%
1st cycle of basic education	192	11%	163	10%
2nd cycle of basic education	151	9%	145	9%
3rd cycle of basic education	254	15%	217	14%
High school	400	23%	311	19%
Higher education - bachelor	85	5%	117	7%
Higher education – “licenciatura”	482	28%	619	39%
Postgraduate - Master	103	3%	29	2%
Postgraduate - PhD	47	3%	29	2%
Sample (representativeness)	1713	96%	1601	96%

Registered students - Graduate entry track

1. Registered students: all registered students: except extraordinary Aveiro Transfers

Table 8: 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
2016/2017	15	14%	2	6	4,07	15	14%	2	6	4,07	13	11%	14	18	15,77
2017/2018	18	13%	3	5	4,06	18	13%	3	5	4,11	18	13%	14	17	15,61
Sample (representativeness)	100	91%	2	6	4,07	99	90%	2	6	4,07	85	91%	14	18	15,77

Figure 9: My previous degree was my # option

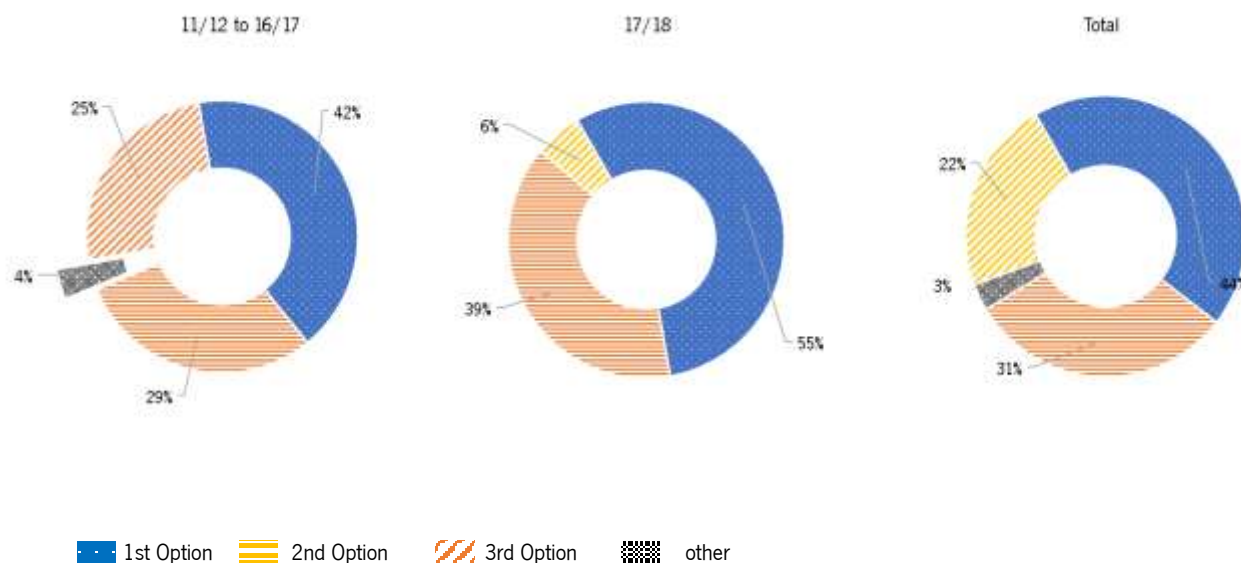


Figure 10: Medical Degree: When admitted to the previous degree, Medicine was my first option

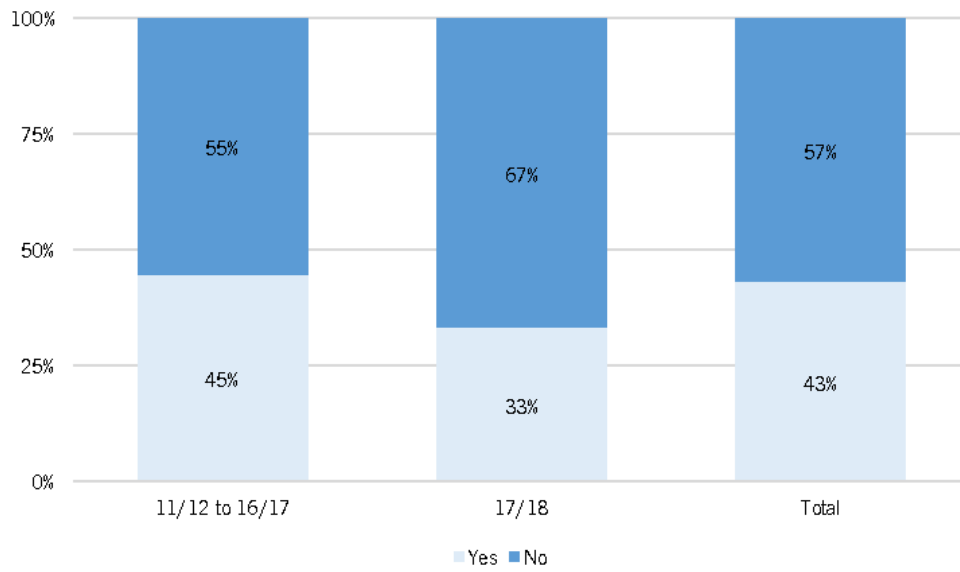


Figure 11: Student option for EM-UMinho: The EM-UMinho was my # option

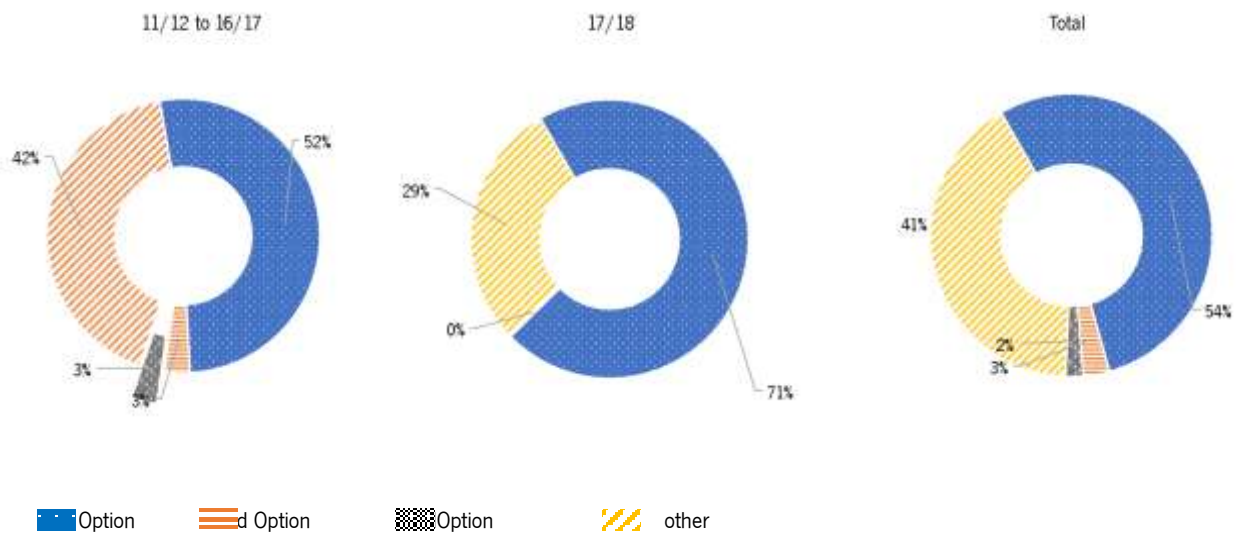


Figure 12: Present year: The student applied to other medical degrees

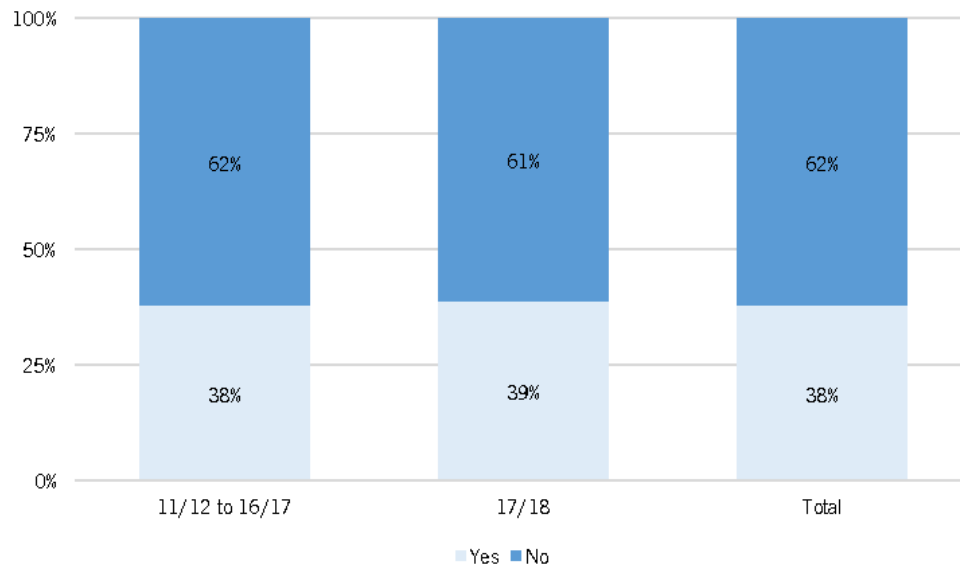


Table 9: Factors that influenced student's decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	78%	78%
Aspiration for a stable professional future	0%	44%
Stable professional track	0%	50%
Dissatisfaction with the previous/current professional activity	0%	50%
Former or actual students information	0%	17%
Higher employment rate	0%	28%
Parents and/or relatives influence	0%	6%

Table 10: Factors that influenced student's decision to choose EM-UMinho

Factor	1st Factor	One of the four relevant factors
Quality of learning/teaching process	33%	56%
Geographical proximity	11%	44%
Prestige of the degree	0%	39%
Track duration	11%	28%
I liked the learning/teaching methods	6%	33%
Method of selection	0%	22%
I liked the curriculum of the degree	11%	39%
Friends Influence	0%	0%

Figure 13: Student admission: moving away from the family home (study in EM-UMinho meant I had to leave the family home)

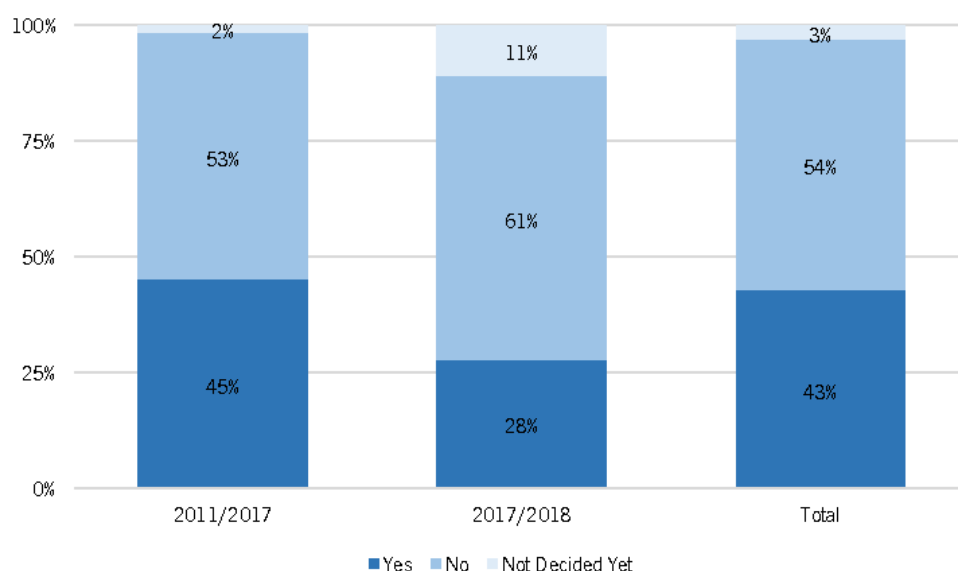


Figure 14: Student Gender

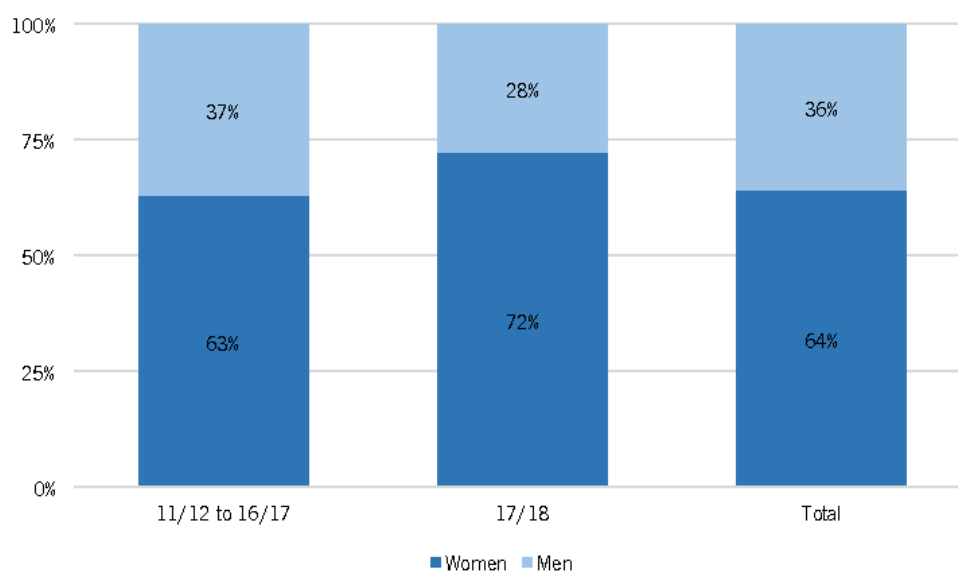


Table 11: Student's age

Academic year of Admission	N	%	M	DP	Min	Máx
2011/2012	21	25%	28,7	4,61	23	37
2012/2013	18	21%	27,82	4,2	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	5,5	21	39
2016/2017	14	13%	26,99	3,09	24	34
2017/2018	18	15%	29,25	4,71	22	30
Sample (representativeness)	117	93%	27,9	4,3	21	39

Figure 15: District of origin

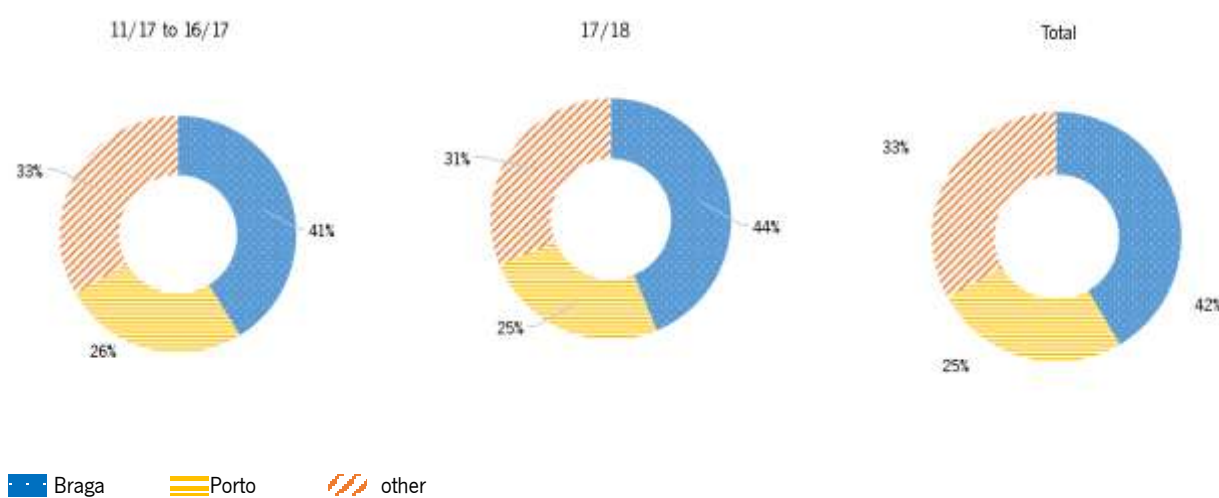


Figure 16: Type of secondary school where the student completed the 12th year: all contingents

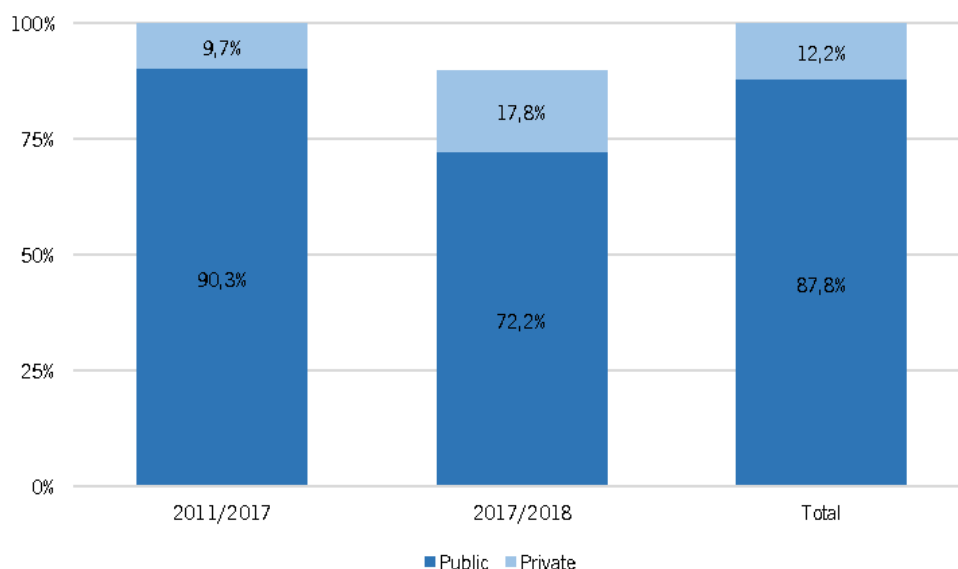


Table 12: Student's educational background on admission

Academic year of Admission						
	2011/2017		2017/2018		Total	
	N	%	N	%	N	%
higher education – “licenciatura”	70	61%	9	50%	79	60%
Postgraduate - Master	38	33%	8	44%	46	35%
Postgraduate - PhD	6	5%	1	6%	7	5%
Sample (representativeness)	114	100%	18	100%	132	100%

Figure 17: Student's employment status on admission

