



School of Medicine

ANNUAL REPORT

2018–2019

ANNEX IV – Snapshot Medical Degree-Assessment of the Academic Year 2018-2019

University of Minho



University of Minho
School of Medicine

INTEGRATED MASTER IN MEDICINE

2019 – A SNAPSHOT

EVALUATION OF THE ACADEMIC YEAR 2018-2019

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 2018/2019. 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 19th 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 MinhoMD 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.

CONTENTS

1.ADMISSIONS.....	7
2.TEACHING AND LEARNING	7
2.1 ACADEMIC PERFORMANCE	7
2.2 STUDENTS EVALUATIONS OF CURRICULAR UNITS, TEACHERS AND TUTORS/SERVICES.....	8
APPENDIX	9
INFORMATION REFERRED IN THE MAIN DOCUMENT	10
STUDENT EVALUATIONS (SE).....	11
STUDENT EVALUATIONS: RETROSPECTIVE AVERAGE RESPONSE RATES BY CURRICULAR YEAR	12
1 ST YEAR.....	13
2 ND YEAR	20
3 TH YEAR	26
4 TH YEAR	34
5 TH YEAR	41
6 TH YEAR	48
STUDENTS ADMITTED/REGISTERED 2018-2019.....	53
PURPOSE	54
REFERENCE SAMPLE: REGISTERED STUDENTS.....	55
REGISTERED STUDENTS - HIGH SCHOOL ENTRY TRACK.....	56
REGISTERED STUDENTS - GRADUATE ENTRY TRACK	62

FIGURES AND TABLES

High school entry

TABLE 1: POPULATION TOTALS USED IN REPRESENTATIVENESS CALCULATIONS ACROSS THE DOCUMENT.....	55
FIGURE 1: STUDENT OPTION FOR EM-UMINHO: ALL NAP CONTINGENTS (THE EM-UMINHO WAS MY # OPTION)	56
TABLE 2: GRADE POINT AVERAGE: GENERAL CONTINGENTS	56
TABLE 3: GRADE POINT AVERAGE: OTHER CONTINGENT	56
FIGURE 2: TYPE OF SECONDARY SCHOOL ATTENDED IN THE 12TH GRADE: ALL CONTINGENTS	57
FIGURE 3: STUDENT GENDER	57
TABLE 4: STUDENT AGE	58
FIGURE 4: STUDENT NATIONALITY	58
FIGURE 5: DISTRICT OF ORIGIN	58
FIGURE 6: STUDENT ADMISSION: MOVING AWAY FROM THE FAMILY HOME (STUDY IN EM-UMINHO MEANT I HAD TO LEAVE THE FAMILY HOME).....	59
FIGURE 7: STUDENT REGISTRATION IN HIGHER EDUCATION: 1ST TIME	59
TABLE 5: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE EM-UMINHO	60
TABLE 6: STUDENT EDUCATIONAL BACKGROUND ON ADMISSION	60
FIGURE 8: STUDENT EMPLOYMENT STATUS ON ADMISSION	61
TABLE 7: STUDENT PARENTS EDUCATIONAL BACKGROUND	61

Graduate entry

TABLE 8: INFORMATION ABOUT PREVIOUS DEGREES	62
FIGURE 9: MY PREVIOUS DEGREE WAS MY # OPTION	63
FIGURE 10: MEDICAL DEGREE: WHEN ADMITTED TO THE PREVIOUS DEGREE, MEDICINE WAS MY FIRST OPTION.....	63
FIGURE 11: STUDENT OPTION FOR EM-UMINHO: THE EM-UMINHO WAS MY # OPTION.....	64
FIGURE 12: PRESENT YEAR: THE STUDENT APPLIED TO OTHER MEDICAL DEGREES	64
TABLE 9: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE THE MEDICAL DEGREE	65
TABLE 10: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE EM-UMINHO.....	65
FIGURE 13: STUDENT ADMISSION: MOVING AWAY FROM THE FAMILY HOME (STUDY IN EM-UMINHO MEANT I HAD TO LEAVE THE FAMILY HOME).....	65
FIGURE 14: STUDENT GENDER	66
TABLE 11: STUDENT'S AGE.....	66
FIGURE 15: DISTRICT OF ORIGIN.....	67
FIGURE 16: TYPE OF SECONDARY SCHOOL WHERE THE STUDENT COMPLETED THE 12TH YEAR: ALL CONTINGENTS	67
TABLE 12: STUDENT'S EDUCATIONAL BACKGROUND ON ADMISSION	68
FIGURE 17: STUDENT'S EMPLOYMENT STATUS ON ADMISSION	68

1.ADMISSIONS

In 2018/2019, the overall results were similar to previous years, with 864 applicants, approximately 7 applicants/available place¹. There were 120 students admitted through the National Admissions Process in the 1st phase (contingents: general n=111 and islands/immigrants/with disabilities n=9), of which 81% had the University of Minho as top preference (73% in the previous year). Admissions grade point averages (GPAs) showed no significant differences from the previous years, varying from 159.8 (other contingents) to 196 (general contingent) in a scale 0-200. The lowest admission grade for the general contingent (M 184.2; SD 3.6) was 180.5. The new students were predominantly women (73%) aged between 18 to 24 (mean 19.4; SD 0.8) years old. Sixty eight percent of the students studied in public high schools. The factors that most influenced students to choose the EM-UMinho were the geographical proximity (31%) and the quality of learning/teaching process the geographical proximity (28/%). This might explain why only 16% students originate from districts in the country other than Braga (64%) and Porto (21%). Nevertheless, 47% of the students left their family homes. More detailed information can be found in the appendix. Regarding the alternative track, there were 141 applicants to the academic year 2018/2019, (8 applicants/available place). The UMinho was top preference for most of the 18 new graduate entry students (60%). Forty four percent of students held a master degree and the scientific areas previous academic training are biology, biochemistry and biomedical (44%), clinical analysis, pathology anatomy and physiotherapy (13%), nursing (13%), pharmaceutical sciences and nutrition (6%) and Veterinary Medicine and Dental Medicine (6%). They were mostly women (81%) aged from 21 to 39 years old (mean 27.5; SD 4.6). The factors that most influenced the choice of EM-UMinho were: quality of learning/teaching process (31%), the geographical proximity (19%) and the learning and teaching methods (19%). The majority of students originated from the districts of Braga and Porto (31% each). For 44% 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 5%. 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 17 july, 2019)

and largest success rates were year 1 (92%) and 5 (98%). 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 (14% in 2018-2019 and 13% in 2017-2018). We highlighted the failure rates in "Foundations of Medicine" that increased from 10% to 26%.

With respect to students in the alternative track, one student did not attend to "Introduction to Clinical Medicine", the others completed successfully the assessment program of this curricular unit. The 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 62% with a standard deviation of 20%. The highest differences in the response rates compared to last year were observed in the 5th (dropped 23%*).

Curricular Units were generally highly appreciated. There were 24 curricular units (66%) considered globally "excellent" by over 75% of the respondents. The percentages of students who agreed that the curricular units were excellent were similar to previous year (79% 2018-2019 and 77% 2017/2018). Curricular Units that lost 10 or more percentile points relatively to the previous academic year were: Foundations of Medicine, Surgery Residency, Health Centers Residency 2 and Option Project – Final Training. In other hand, Introduction to the Medical Degree Course, Molecules and Cells, Functional and Organic Systems 3, Vertical Domains 3 and 4, Introduction to Clinical Health, Medicine 1 Residency, From Clinic to Molecular Biology 1, Health Centers Residency 1, Maternal and Child Health Residency and Option Project 3 increase at least 10 points in the average of students that globally considered these units as excellent.

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 for the last 5 years is also included. All academic performance data originate from the Minho's Longitudinal Educational Study (ELEMUM). The performance boxplots in this appendix are computed from the ELEMUM 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).

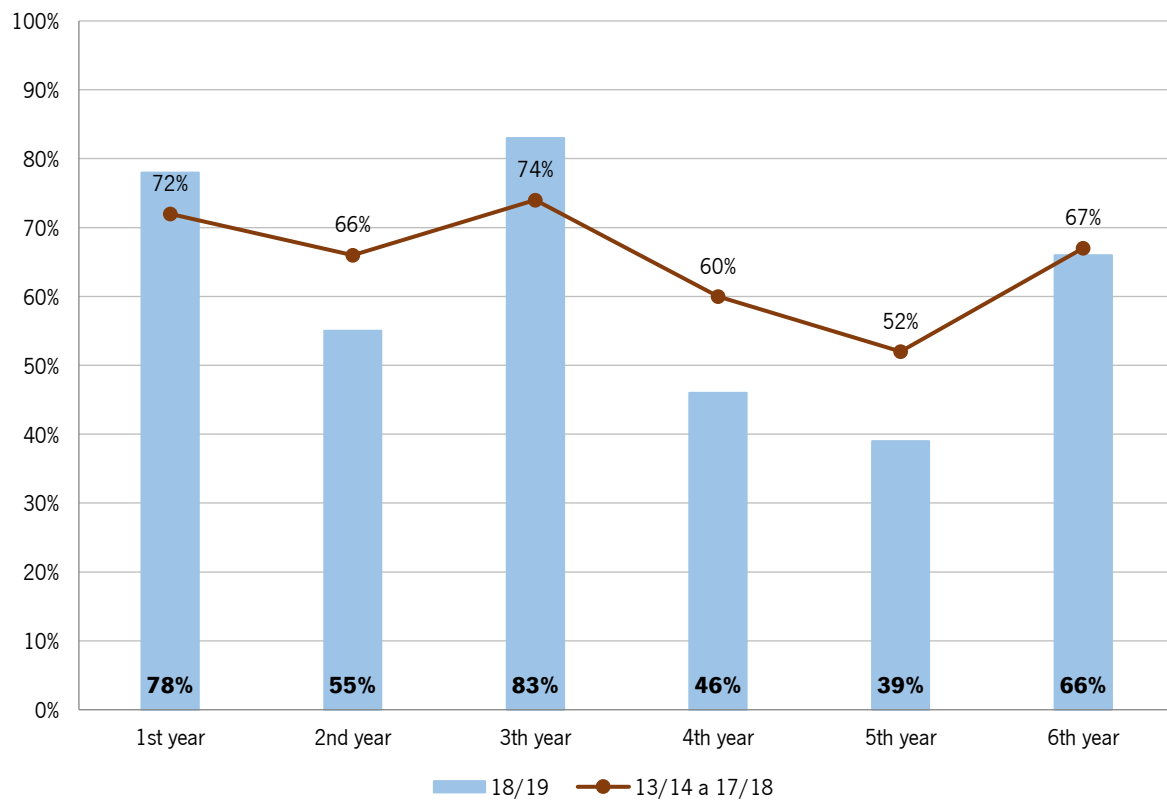
In addition, the appendix includes descriptive elements about the socio-demography of this year's entering class and a comparison with previous cohorts. The information is gathered through surveys that students respond to voluntarily during their first week in the medical school. Informed consent is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

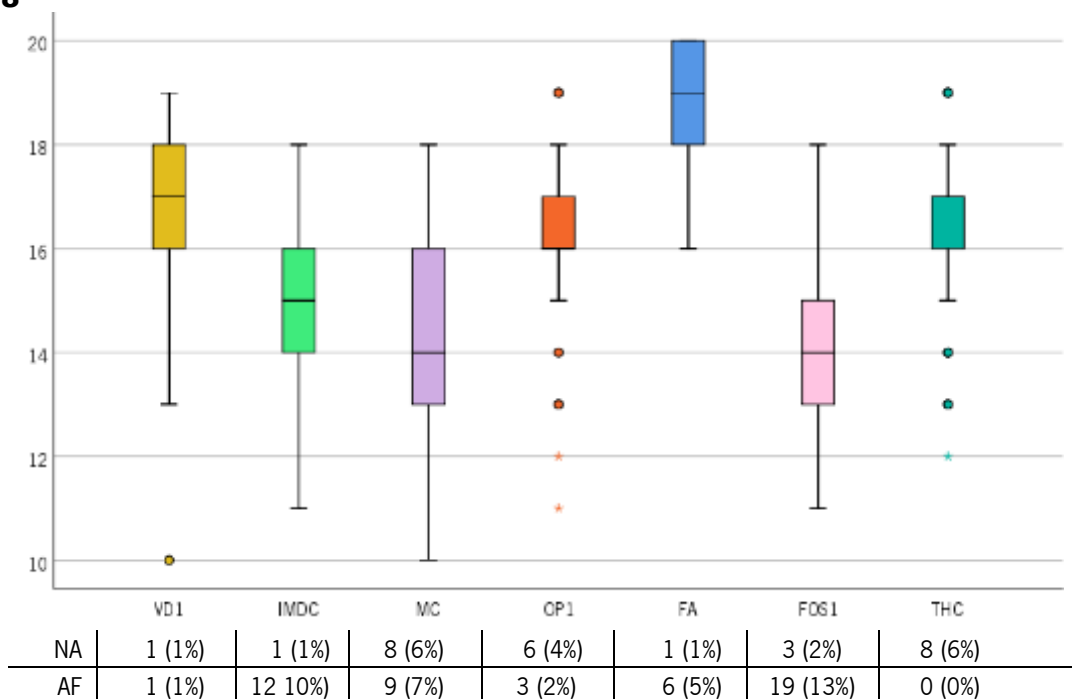
Student evaluations: retrospective average response rates by curricular year



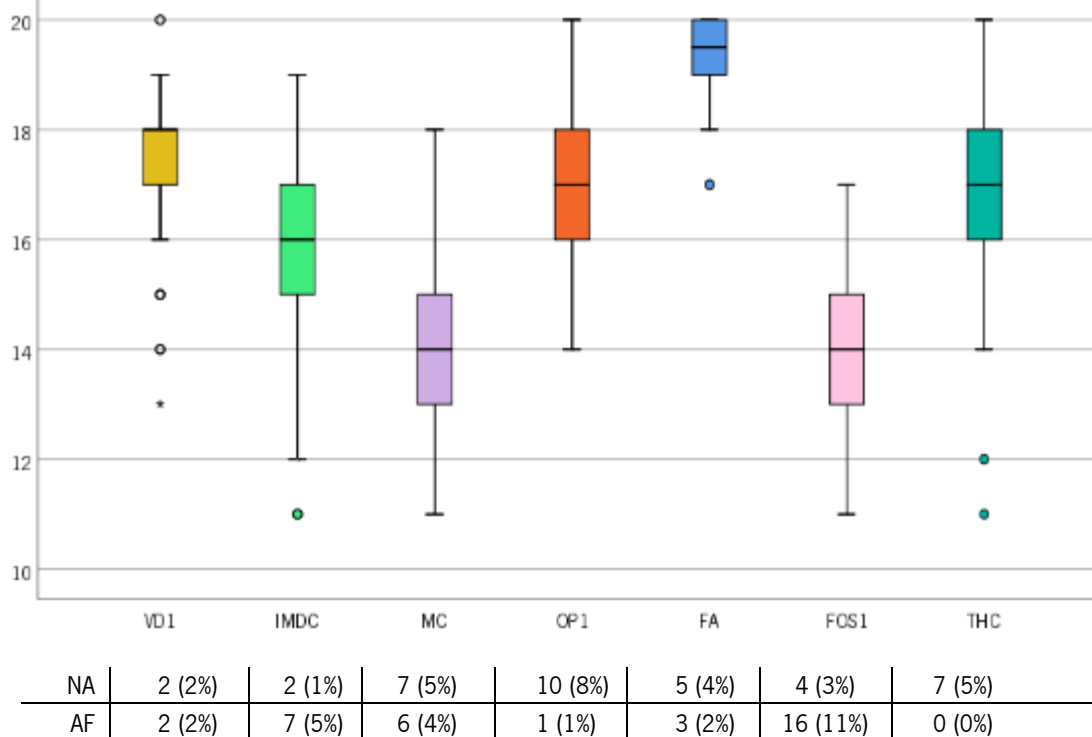
1st year

Distribution of Student Scores (*)

2017-2018



2018-2019



Legend

IMDC – Introduction to the Medical Degree Course
 MC – Molecules and Cells
 FOS1 – Functional and Organic Systems 1
 THC – Training in a Health Centre

FA – First Aid

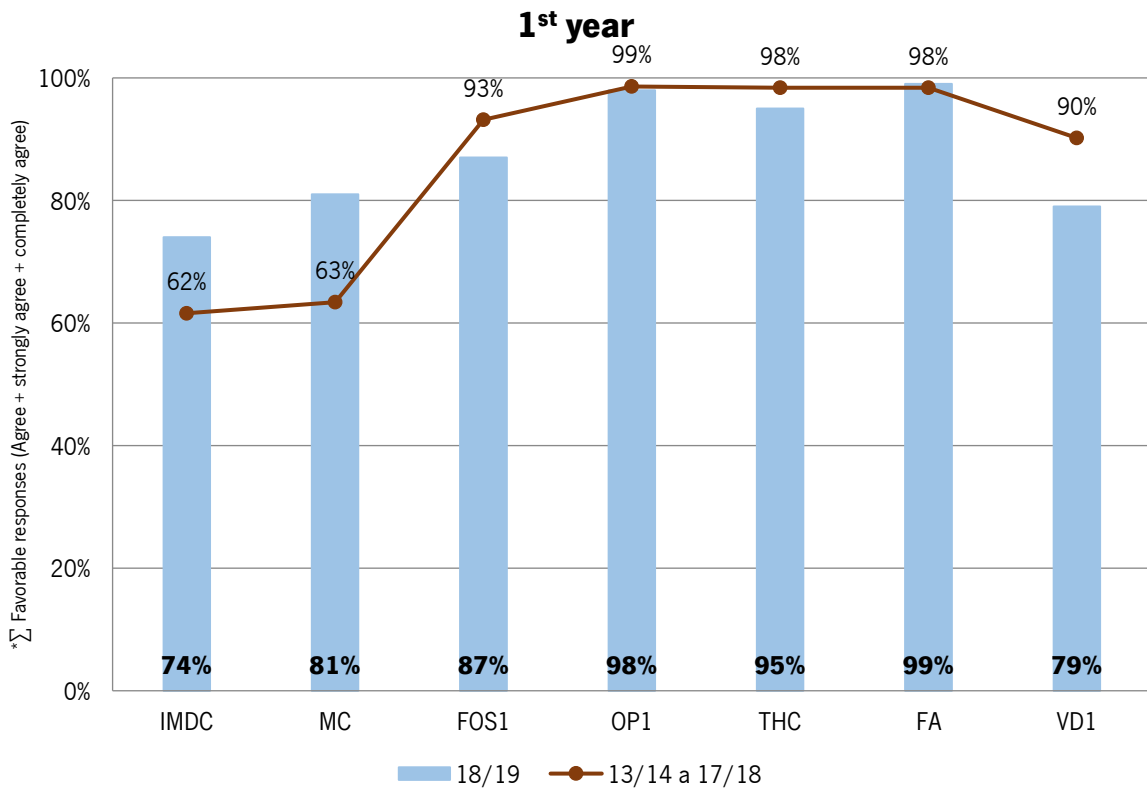
OP1 – Option Project 1

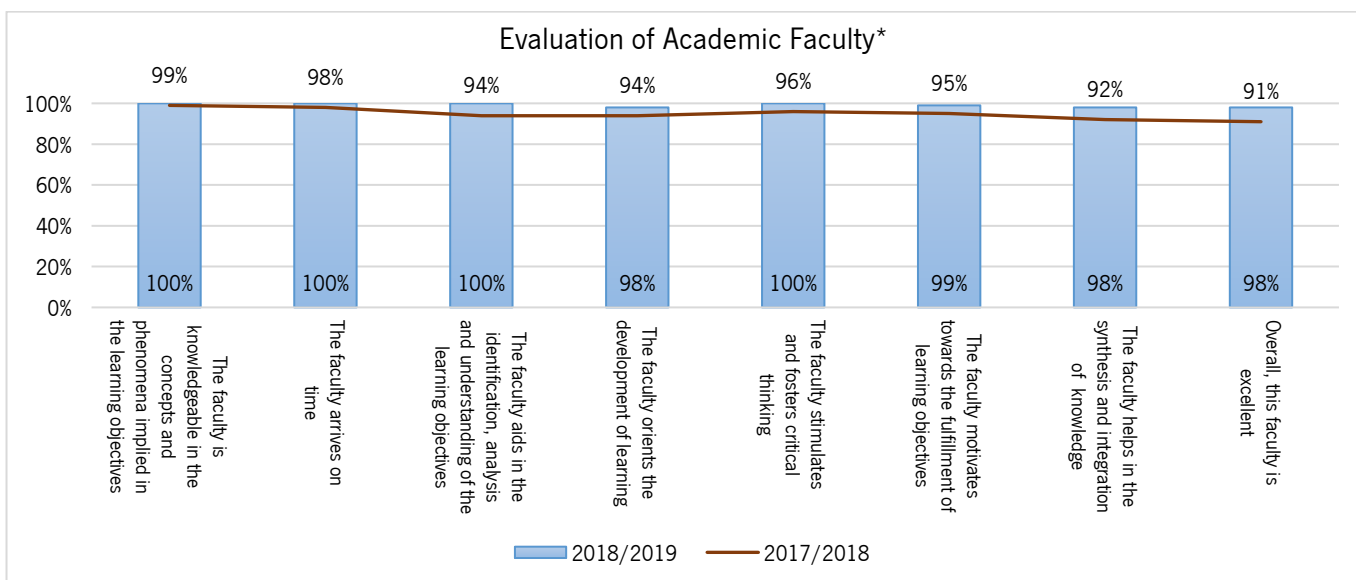
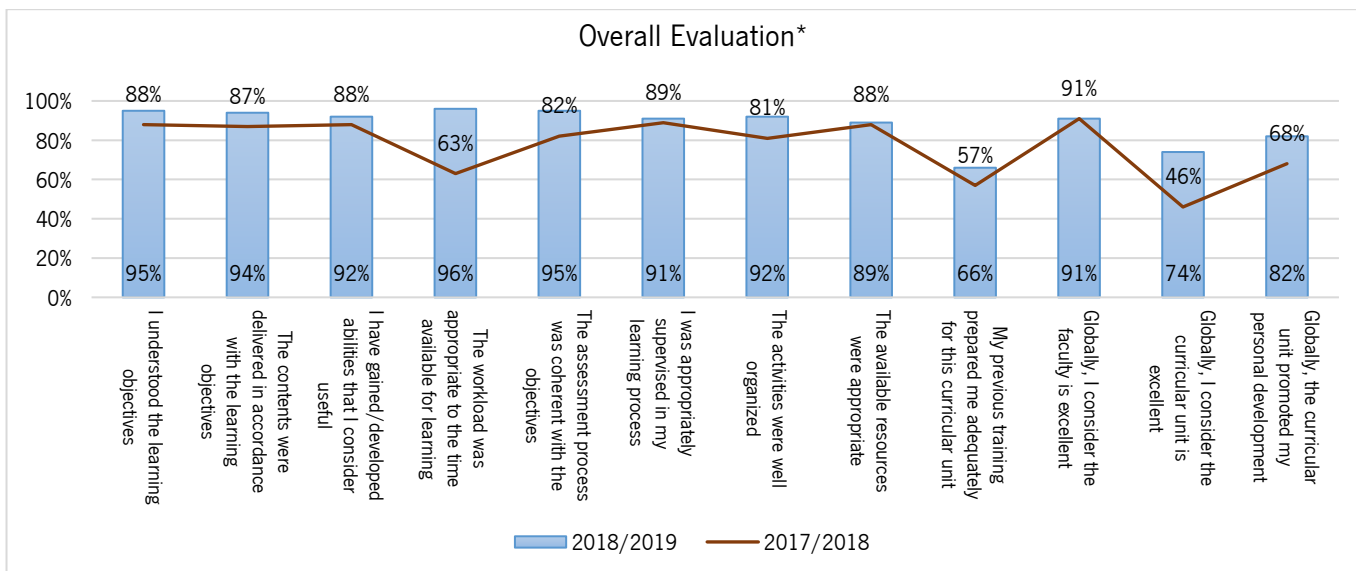
VD1 – Vertical Domains 1

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

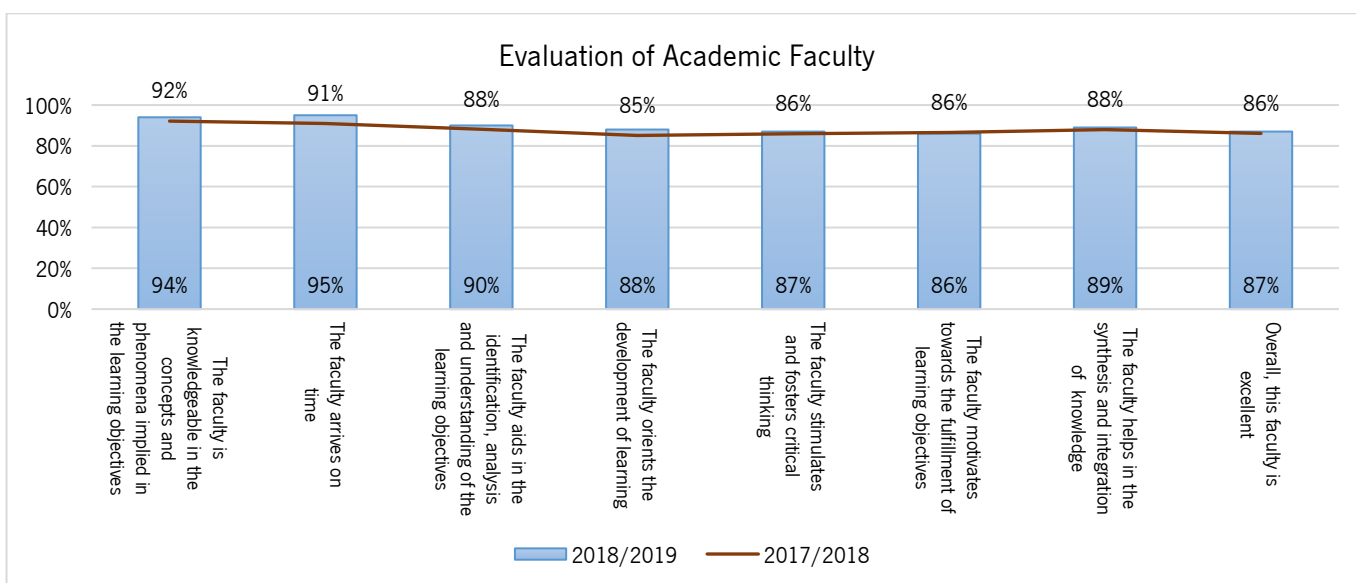
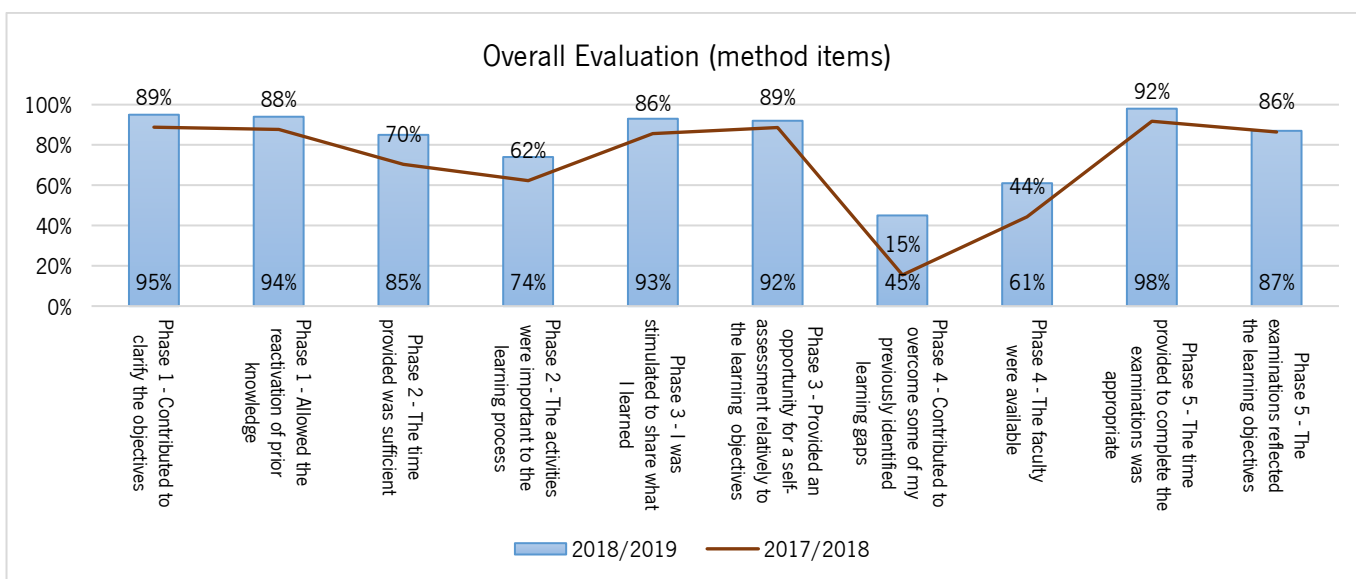
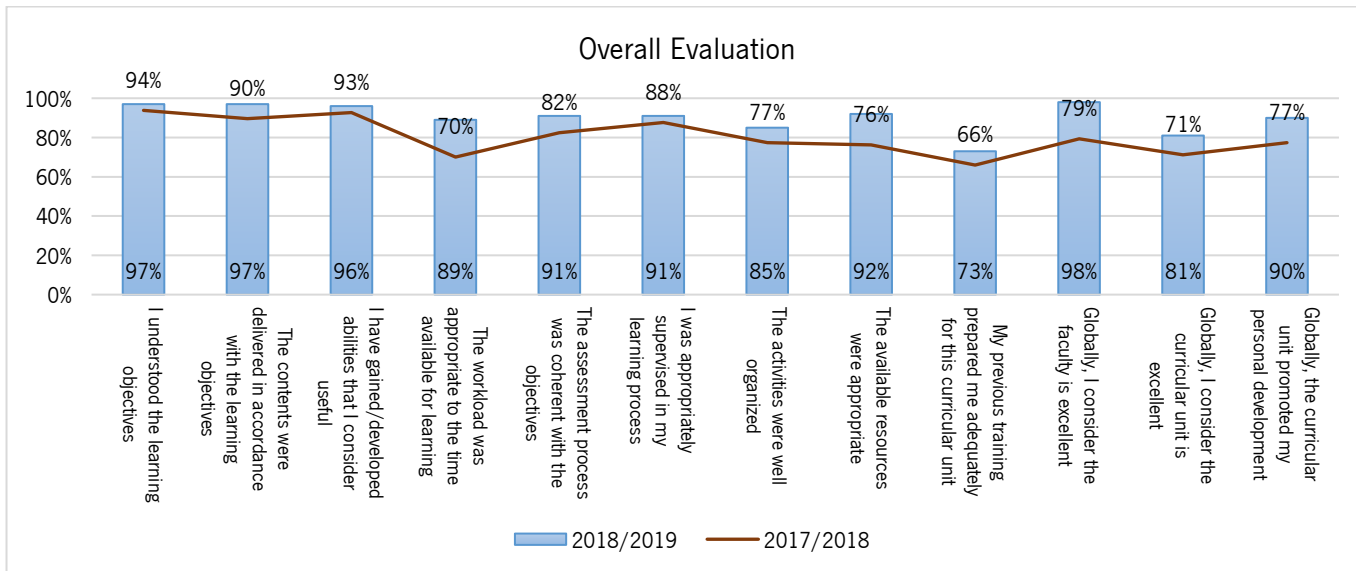
(**) Non-attendants (NA) / (***) Academic failures (AF)

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



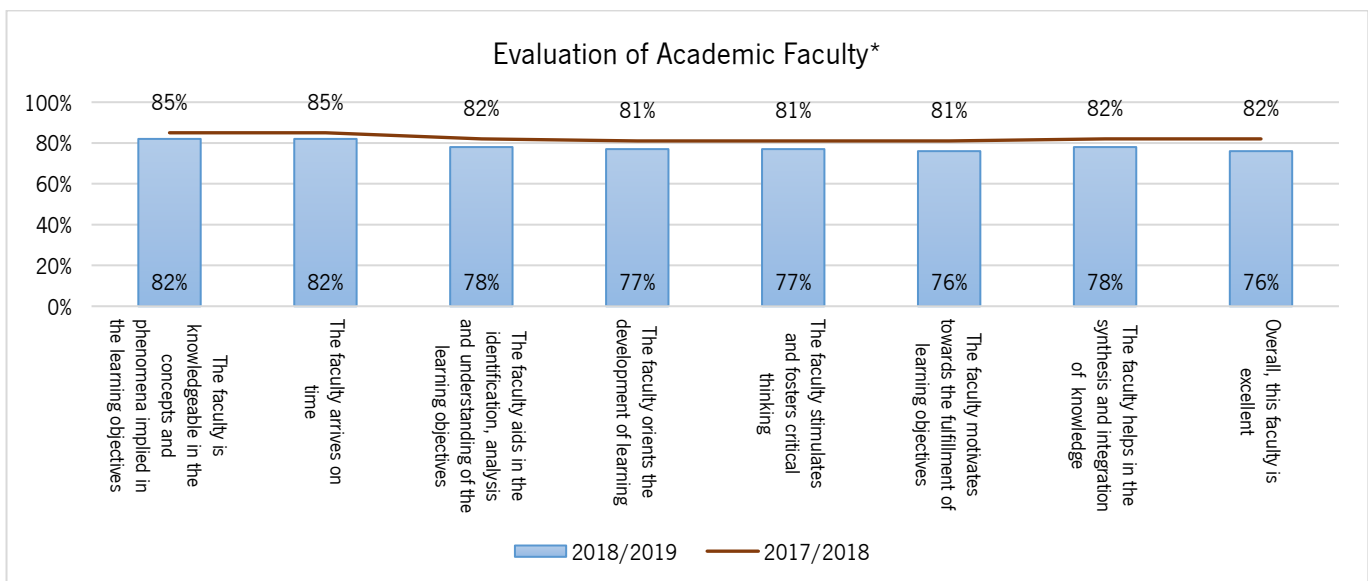
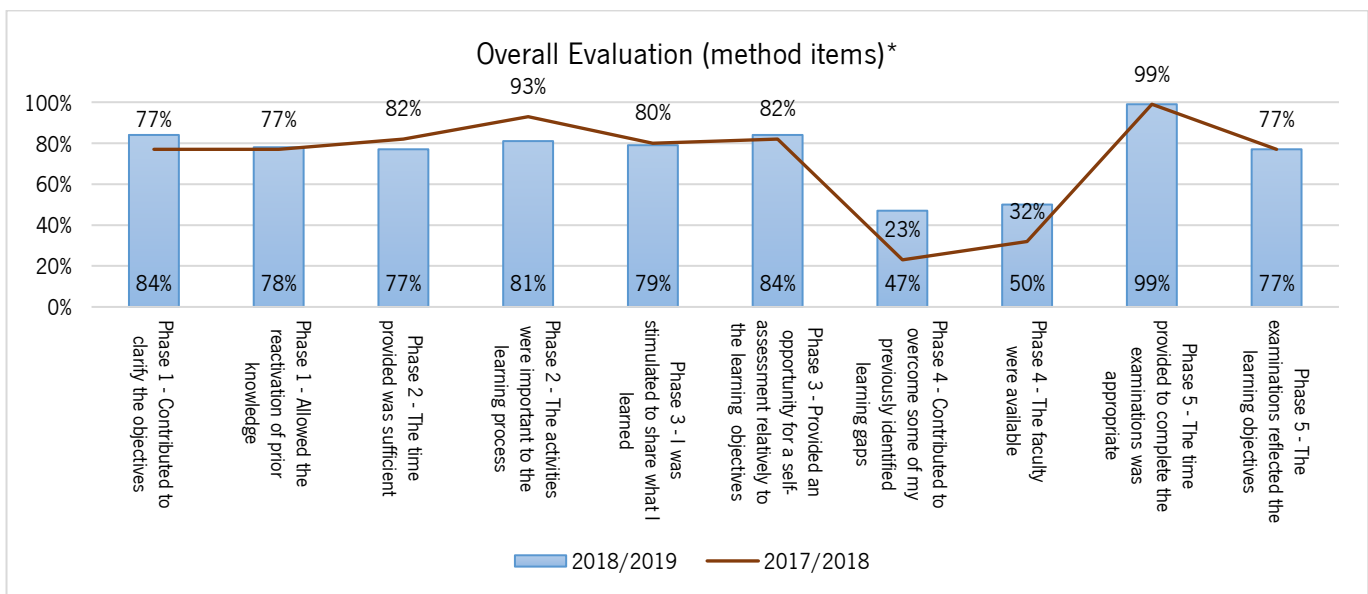
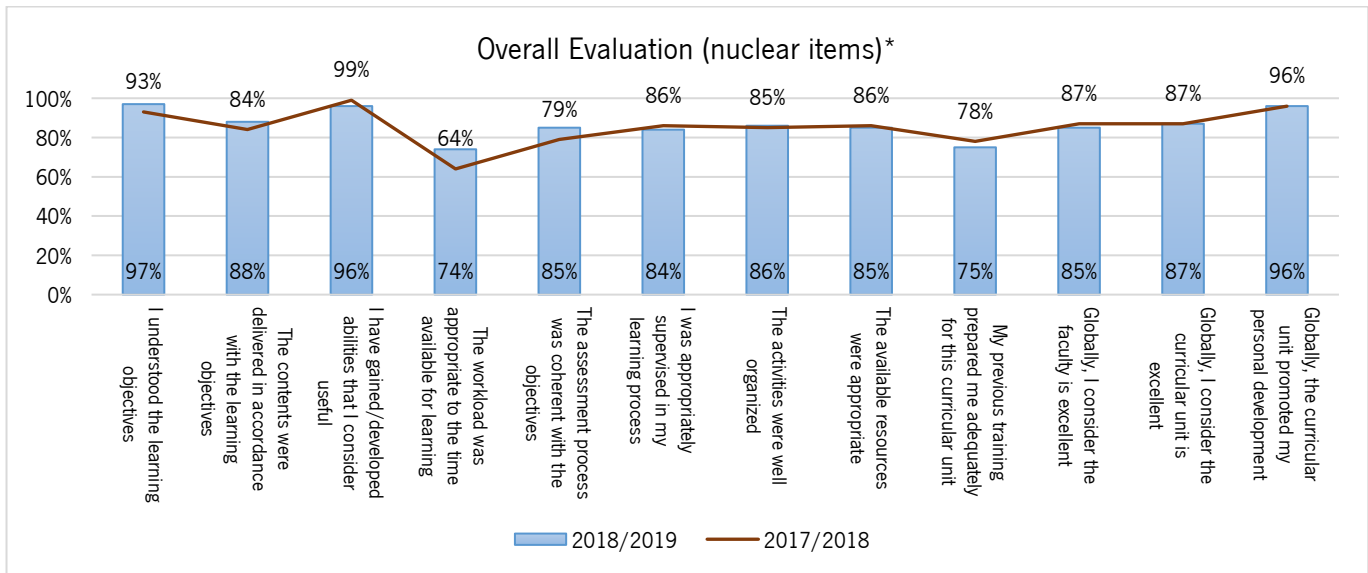


* \sum Favorable responses (Agree + strongly agree + completely agree)



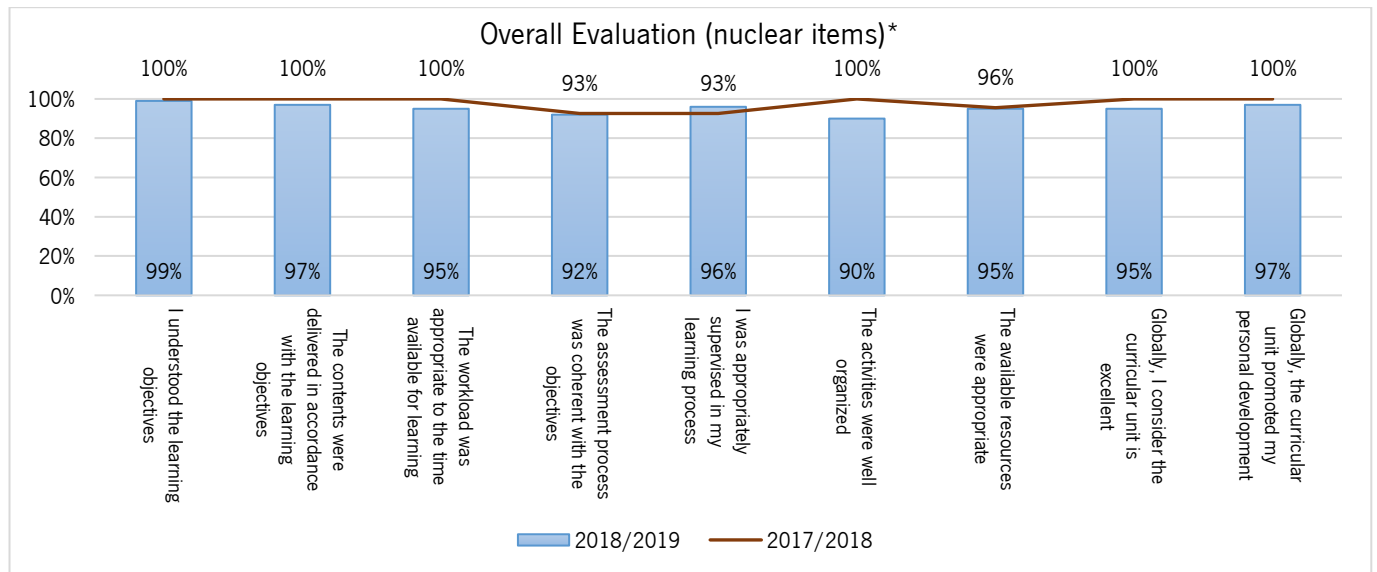
*∑ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Functional and Organic Systems 1**

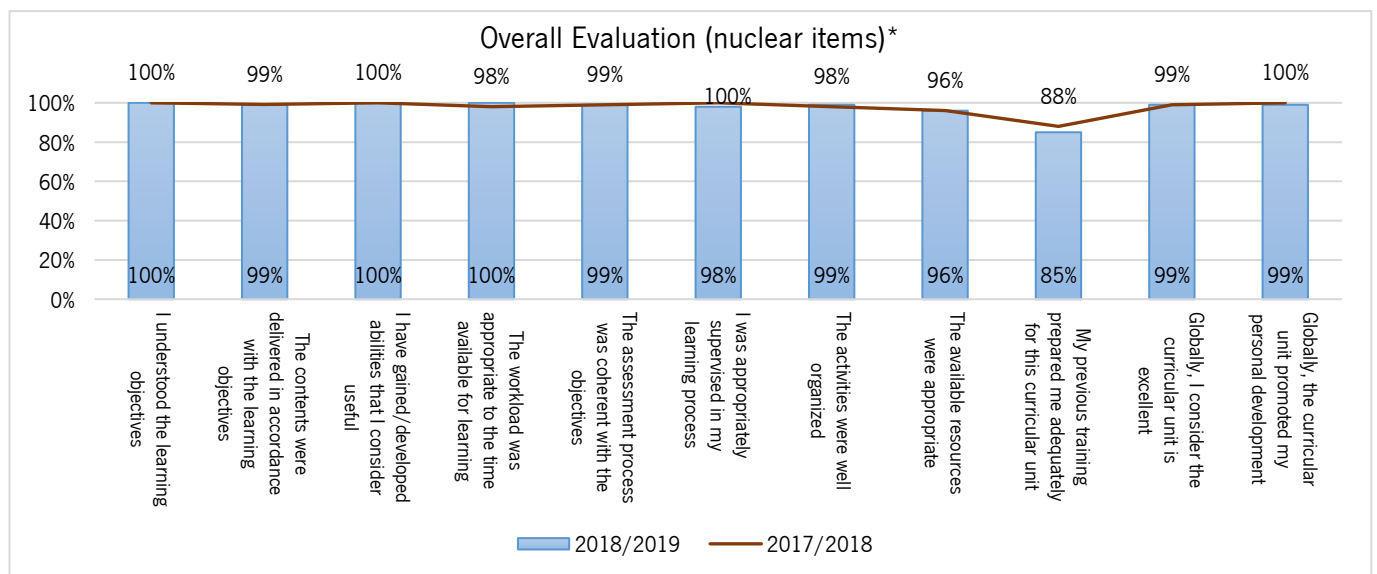


* \sum Favorable responses (Agree + strongly agree + completely agree)

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

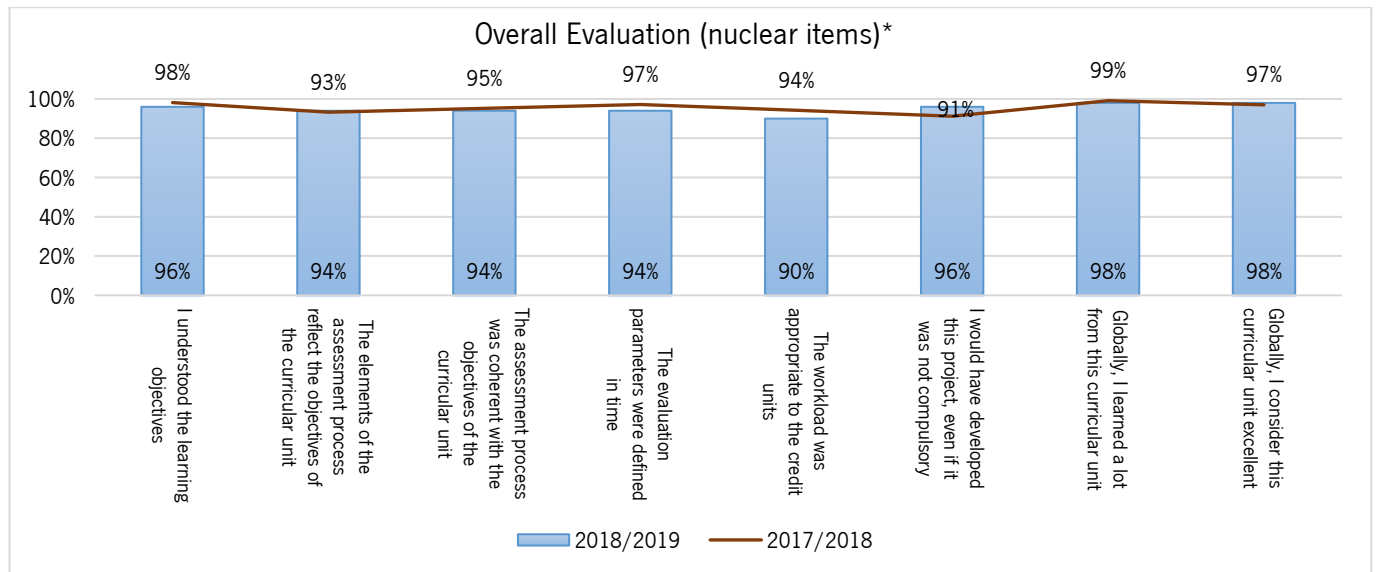


Curricular Unit: **First Aid**

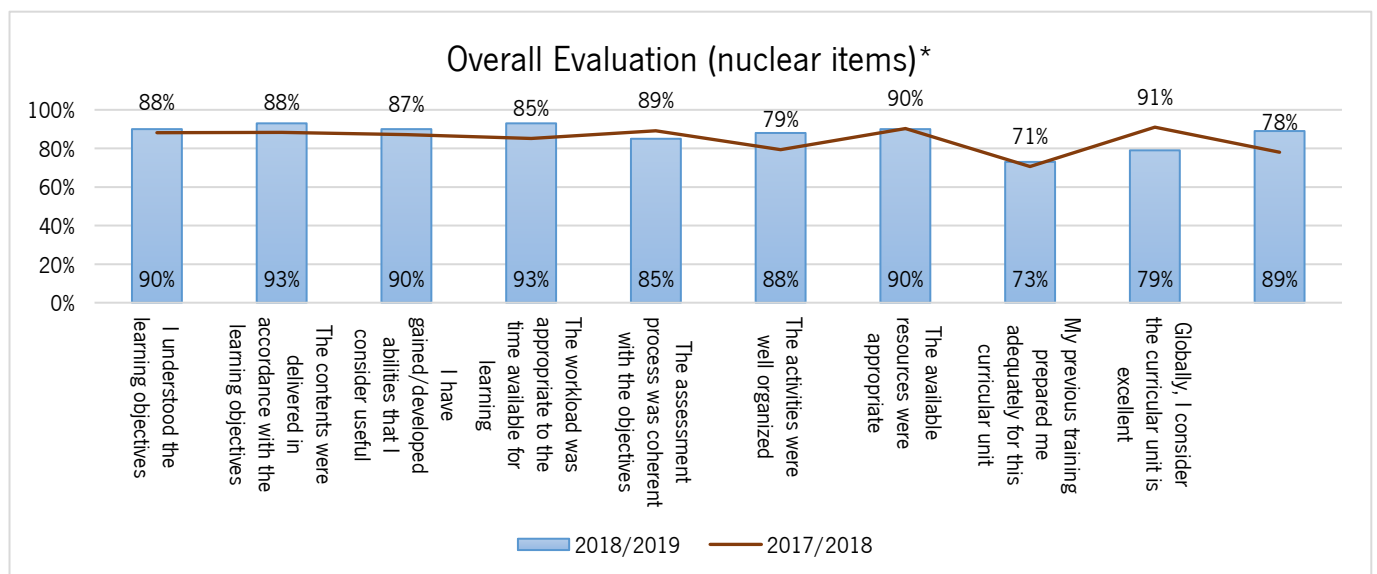


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Option Project 1**



Curricular Unit: **Vertical Domains 1**

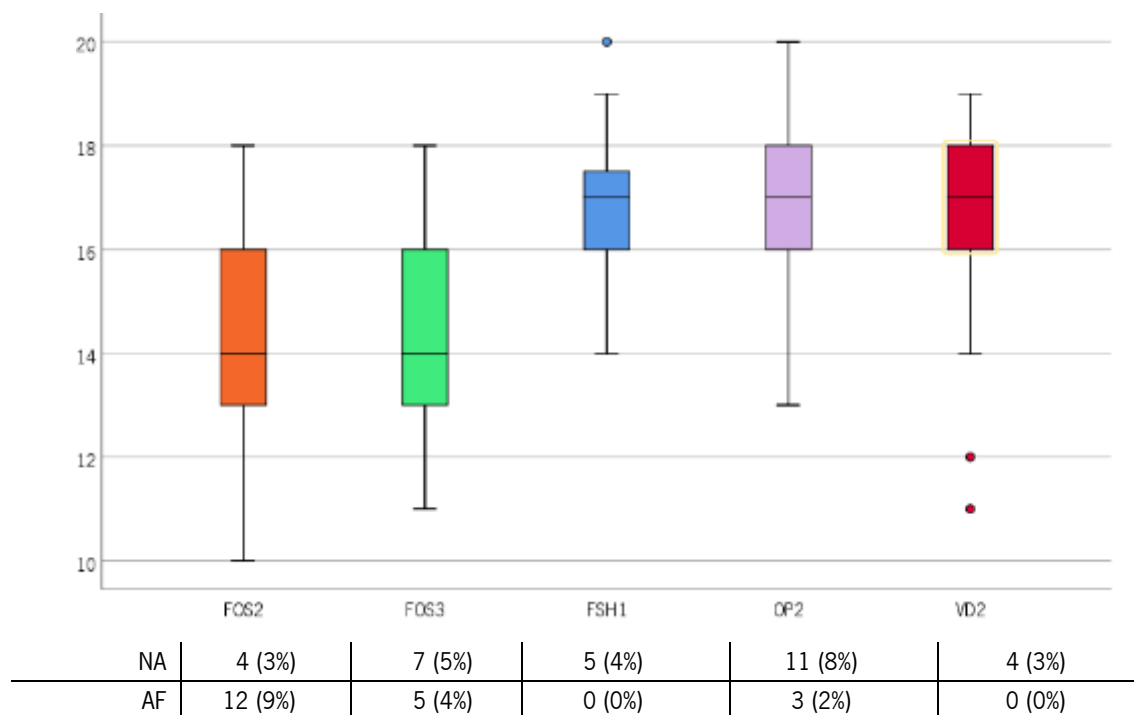


* \sum Favorable responses (Agree + strongly agree + completely agree)

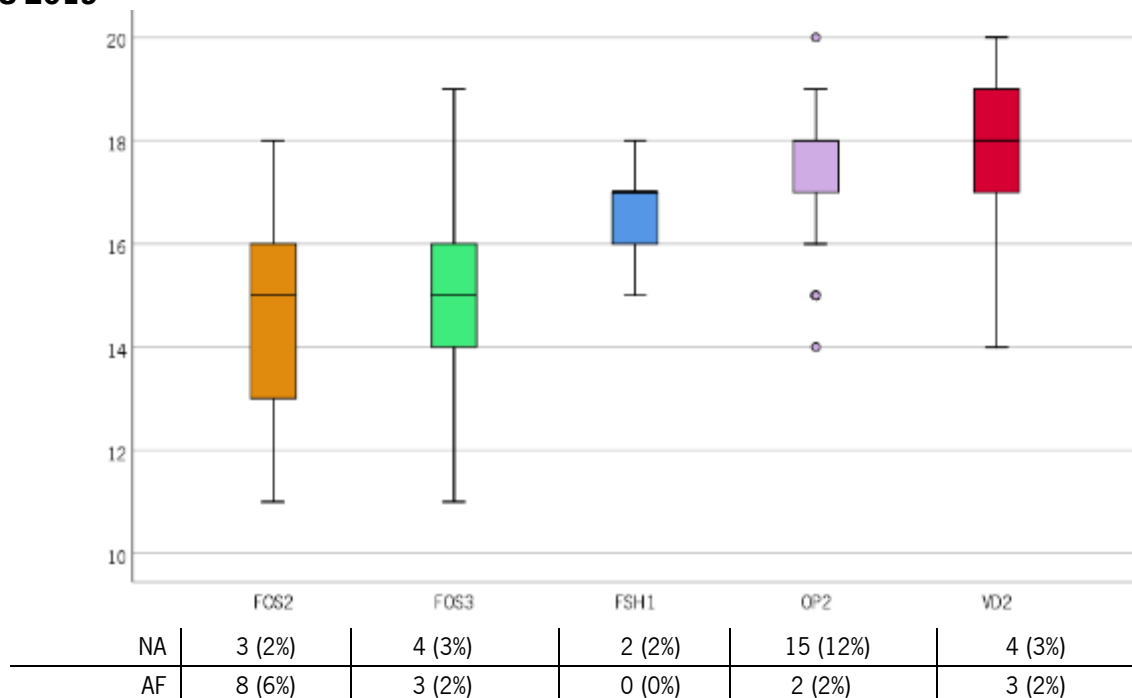
2nd year

Distribution of Student Scores (*)

2017-2018



2018-2019



Legend

FOS 2 – Functional and Organic Systems 2

FOS 3 – Functional and Organic Systems 3

FSH 1 – Family, Society and Health 1

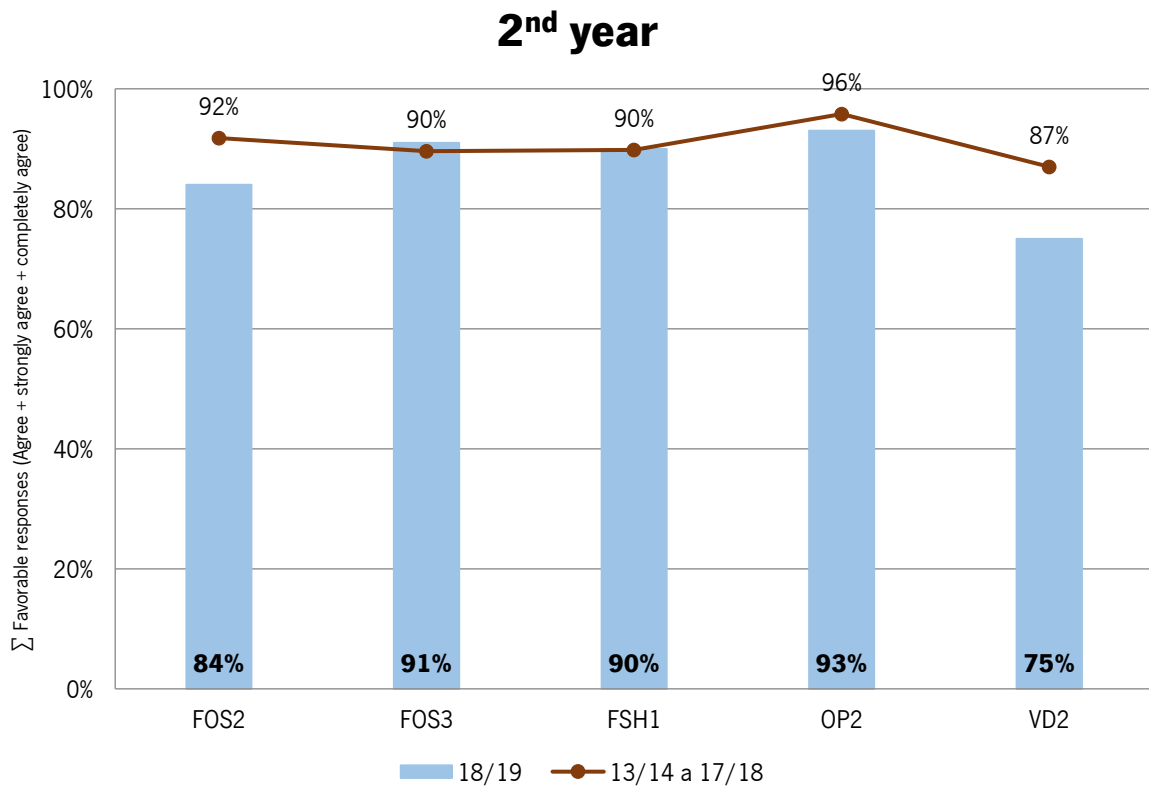
OP 2 – Option Project 2

VD 2 – Vertical Domains 2

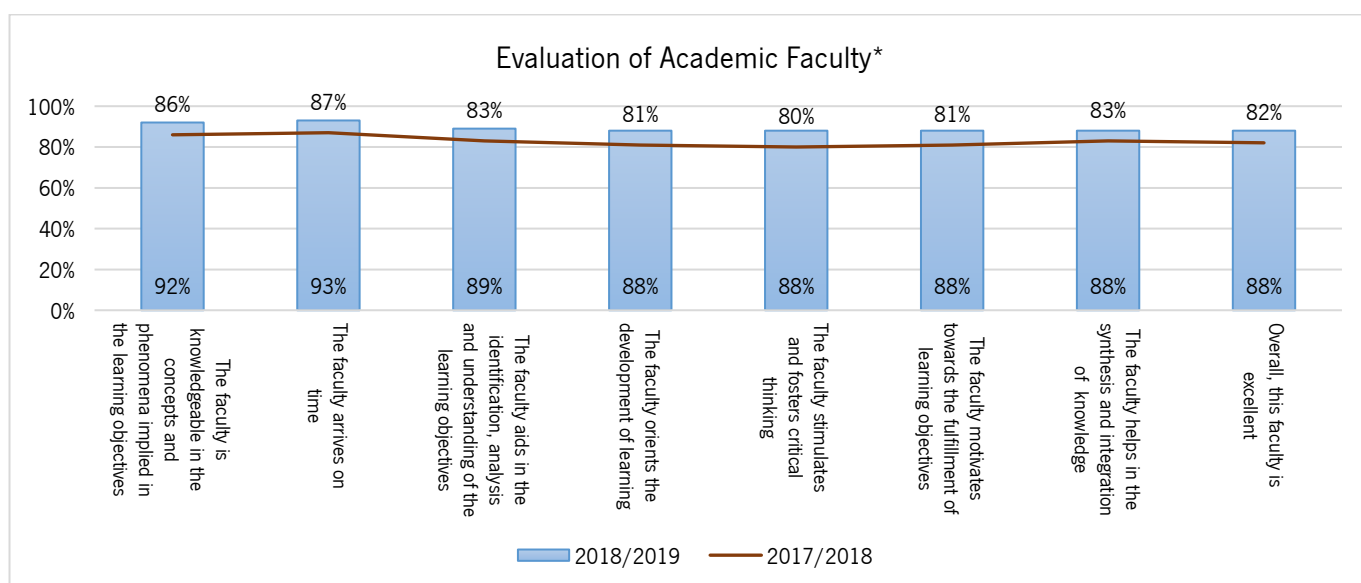
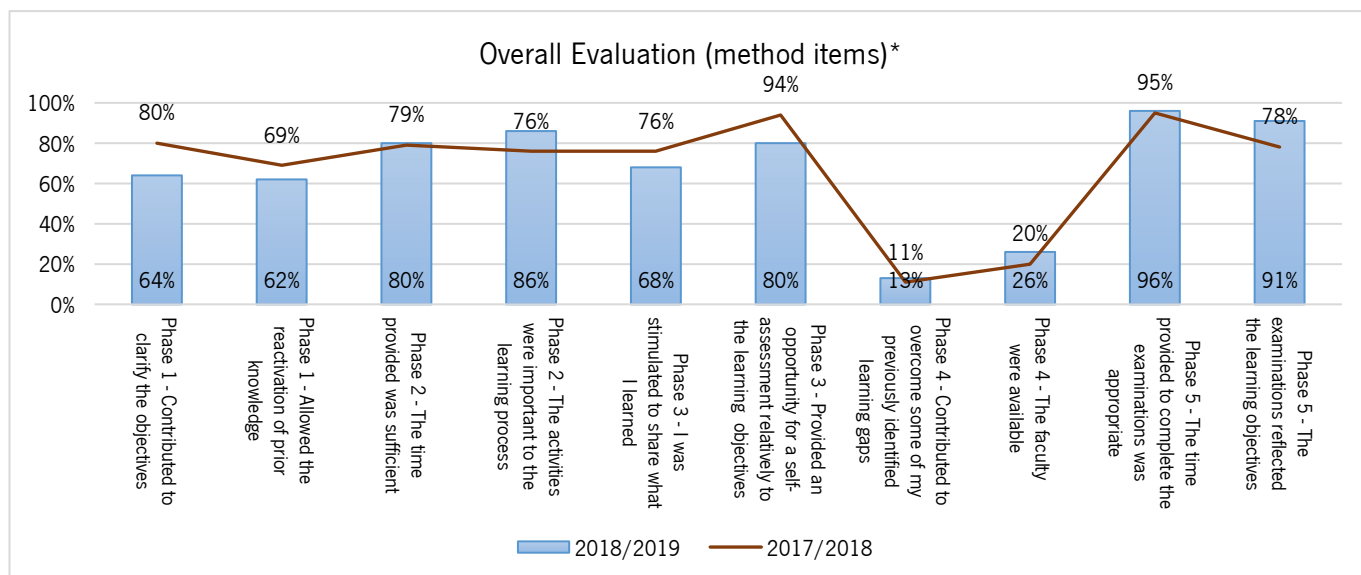
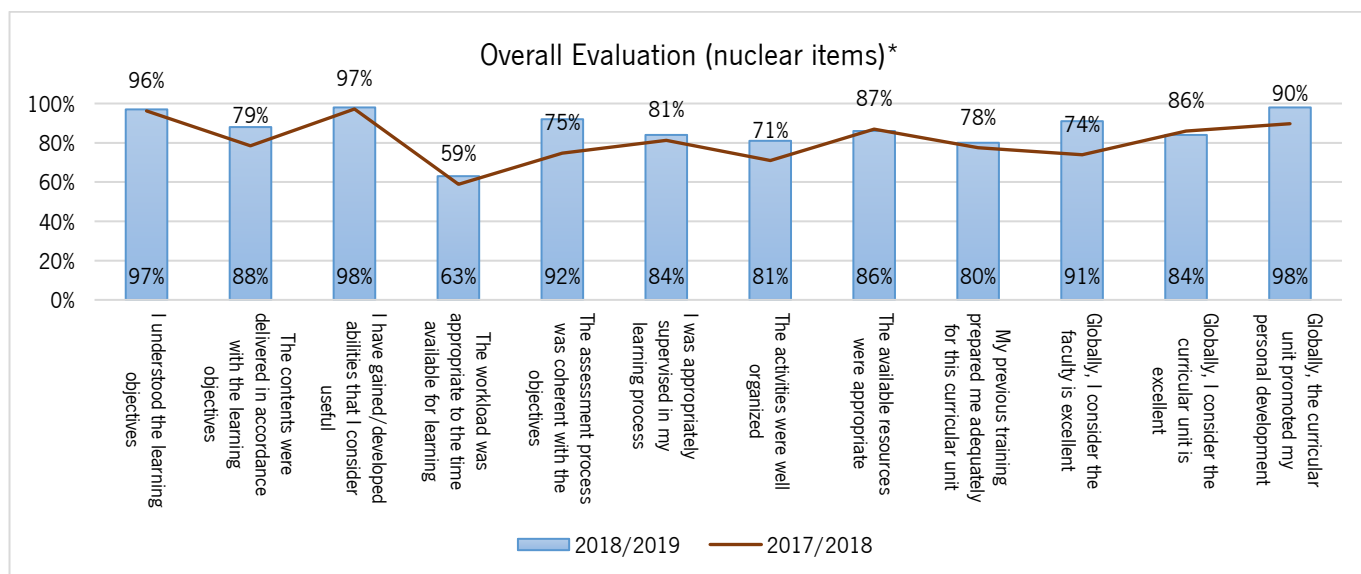
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

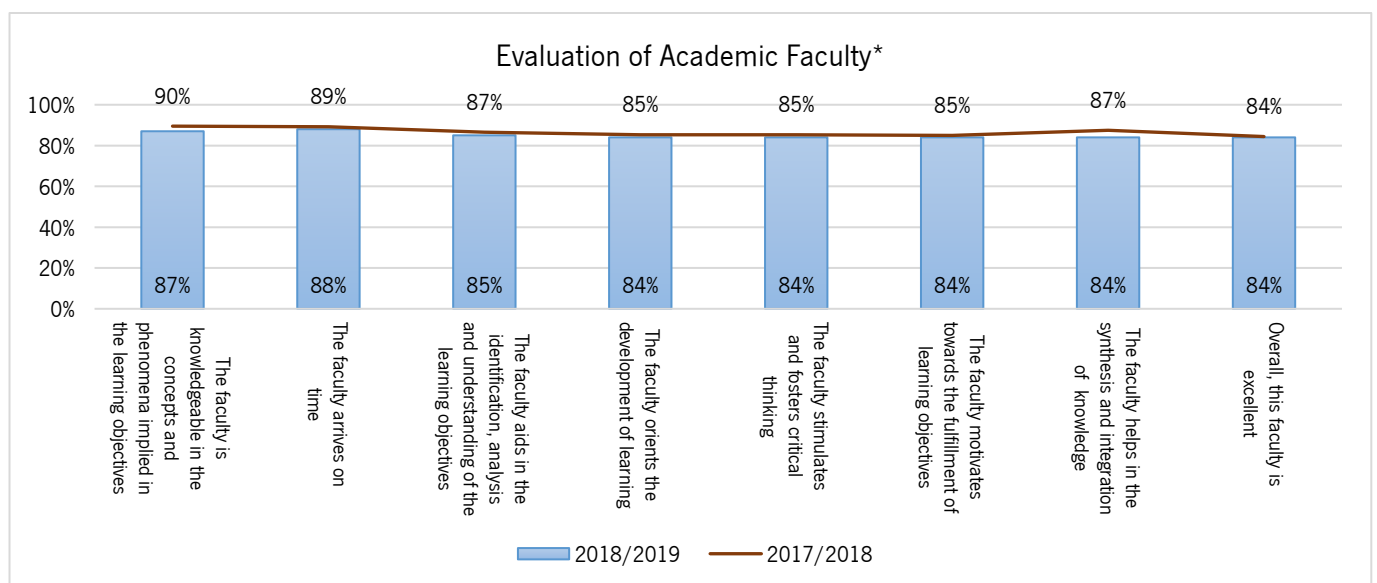
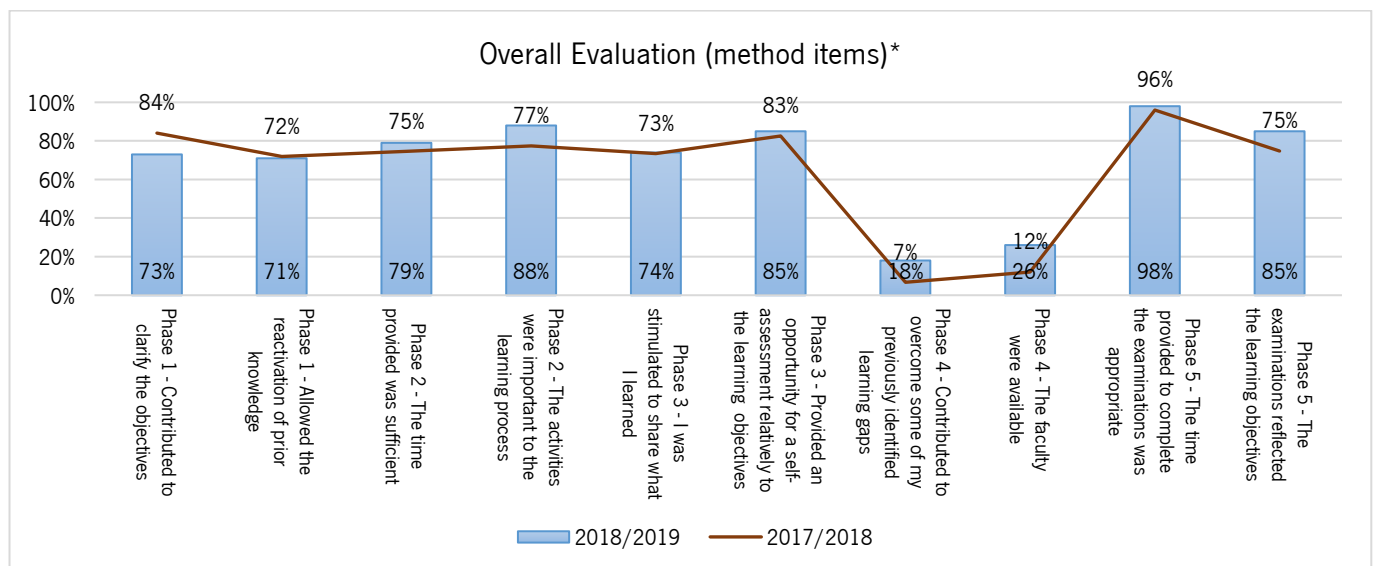
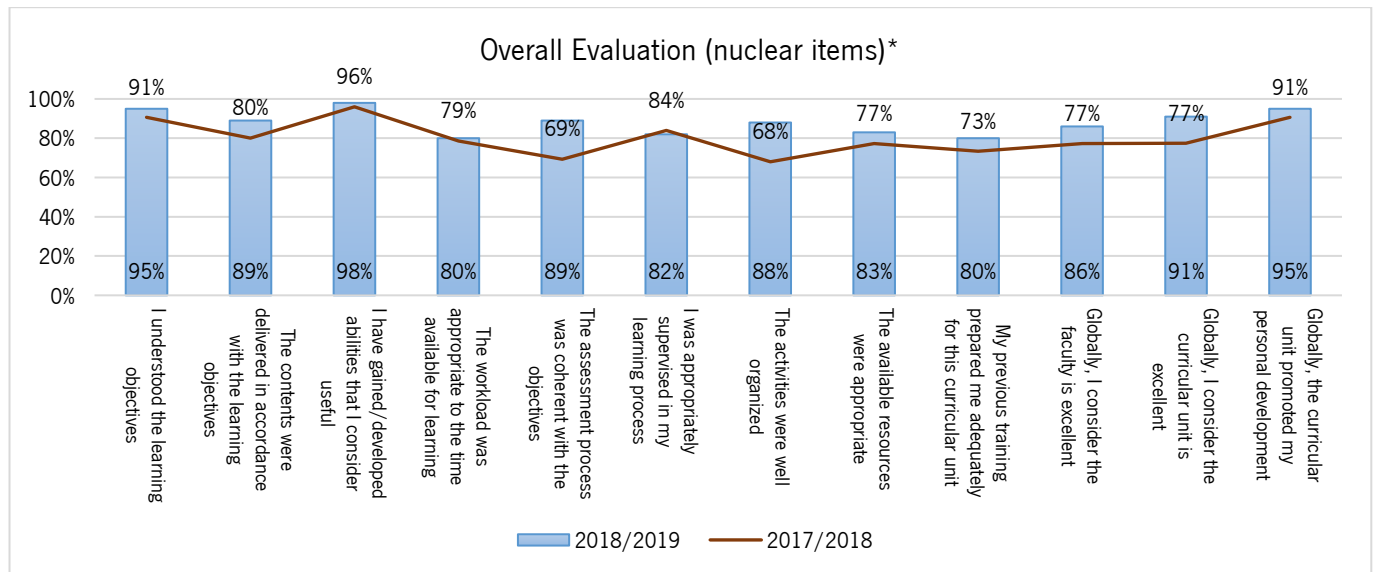


Curricular Unit: **Functional and Organic Systems 2**



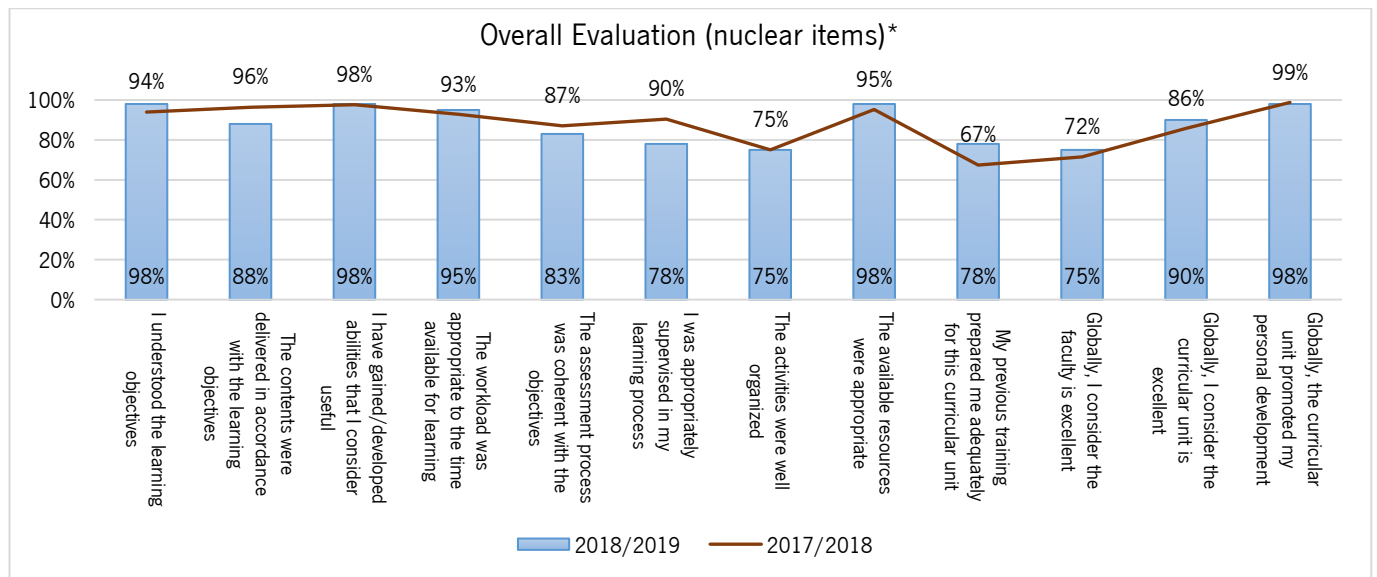
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Functional and Organic Systems 3**

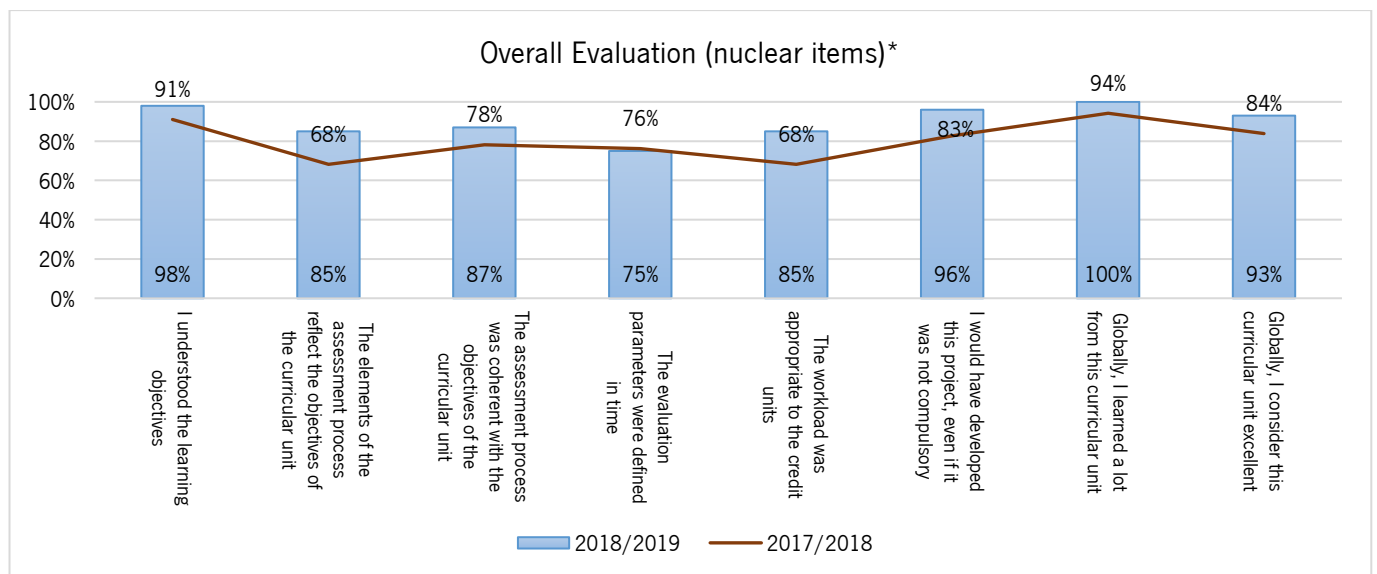


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Family, Society and Health 1**

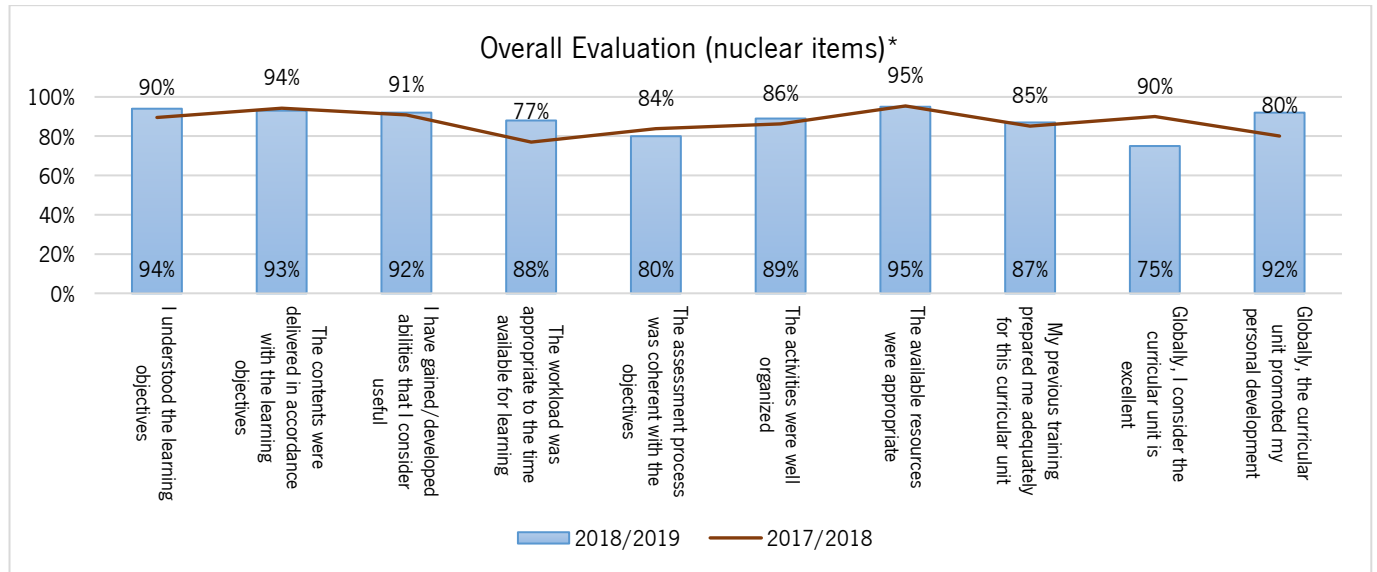


Curricular Unit: **Option Project 2**



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

Curricular Unit: **Vertical Domains 2**

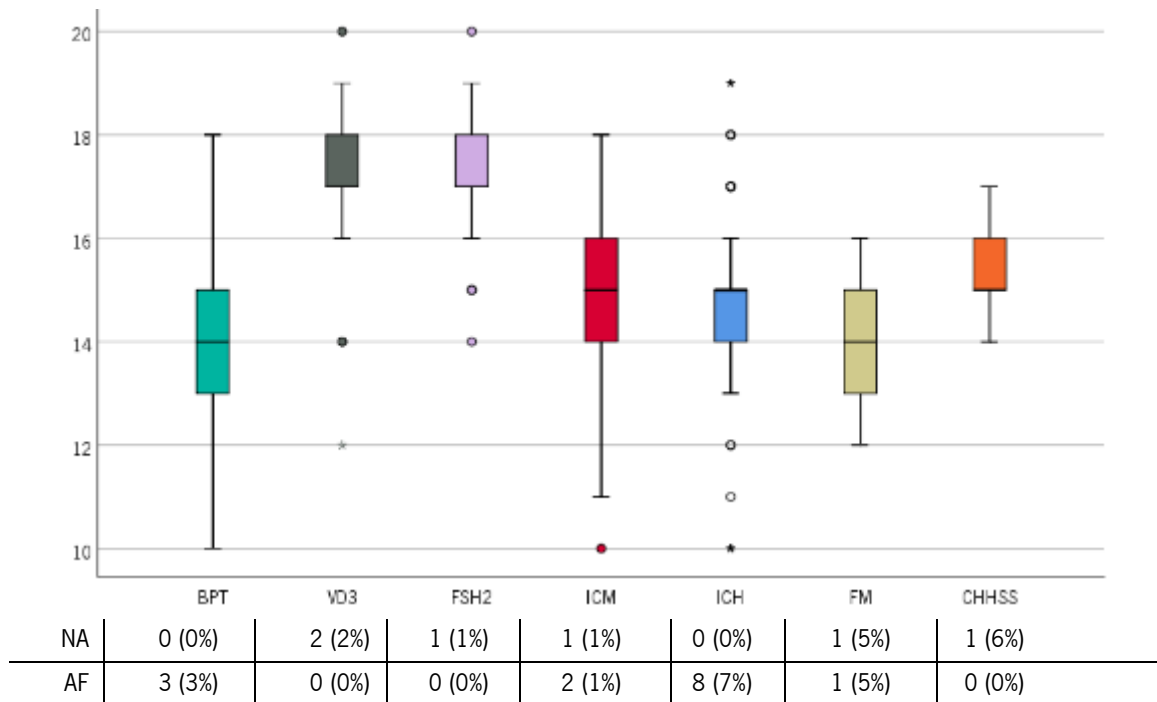


* \sum Favorable responses (Agree + strongly agree + completely agree)

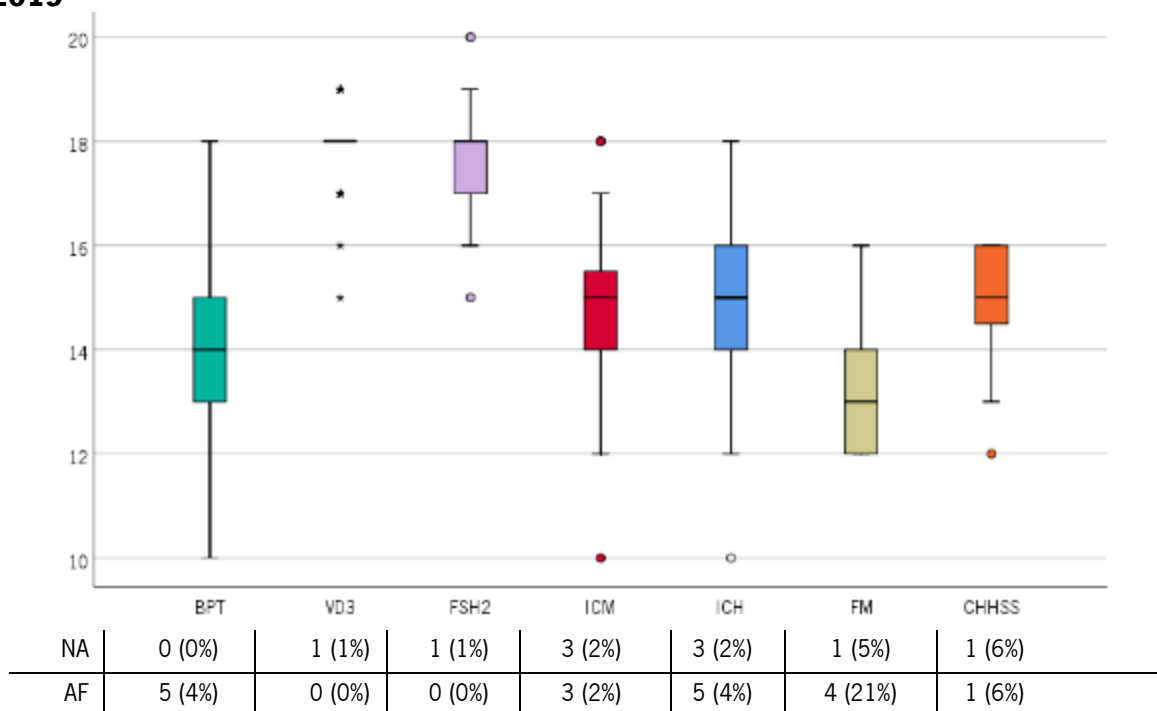
3th year

Distribution of Student Scores (*)

2017-2018



2018-2019



Legend

BPT – Biopathology and Introduction to Therapeutics
 FSH2 – Family, Society and Health 2
 ICH – Introduction to Community Health
 ICM – Introduction to Clinical Medicine
 VD3 – Vertical Domains 3

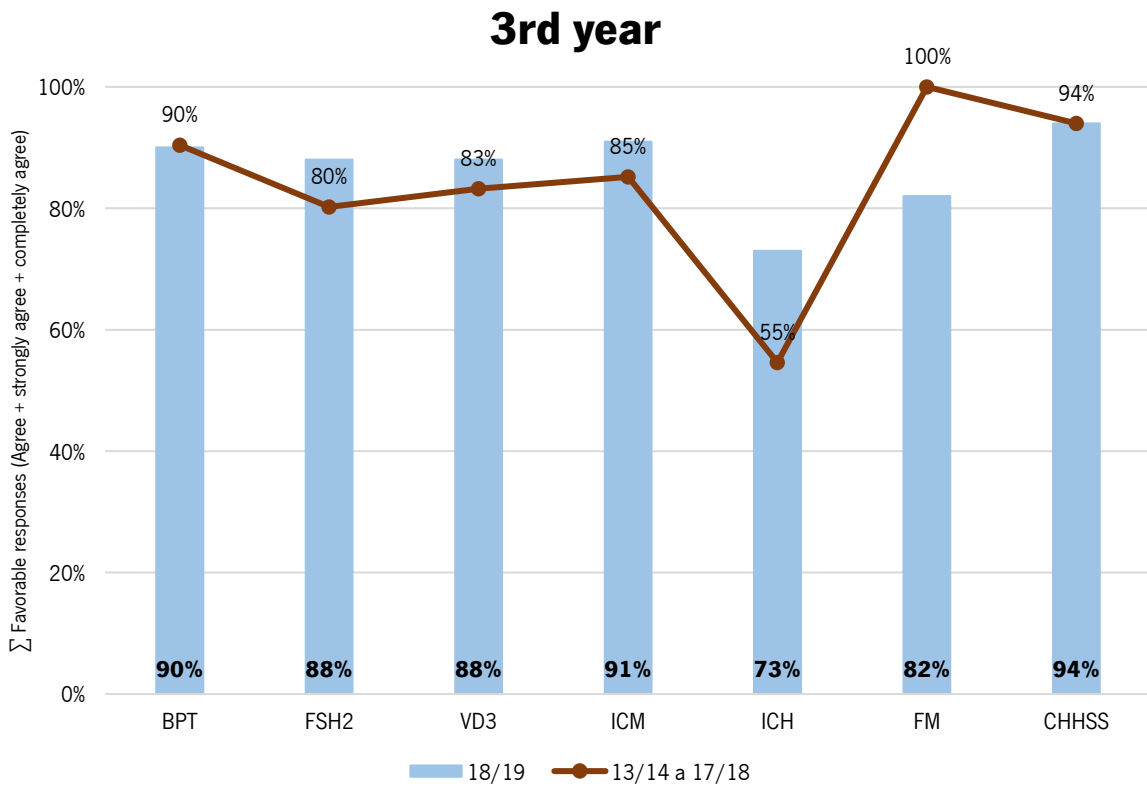
FM – Foundations of Medicine

CHHSS - Community Health, Human and Social Sciences

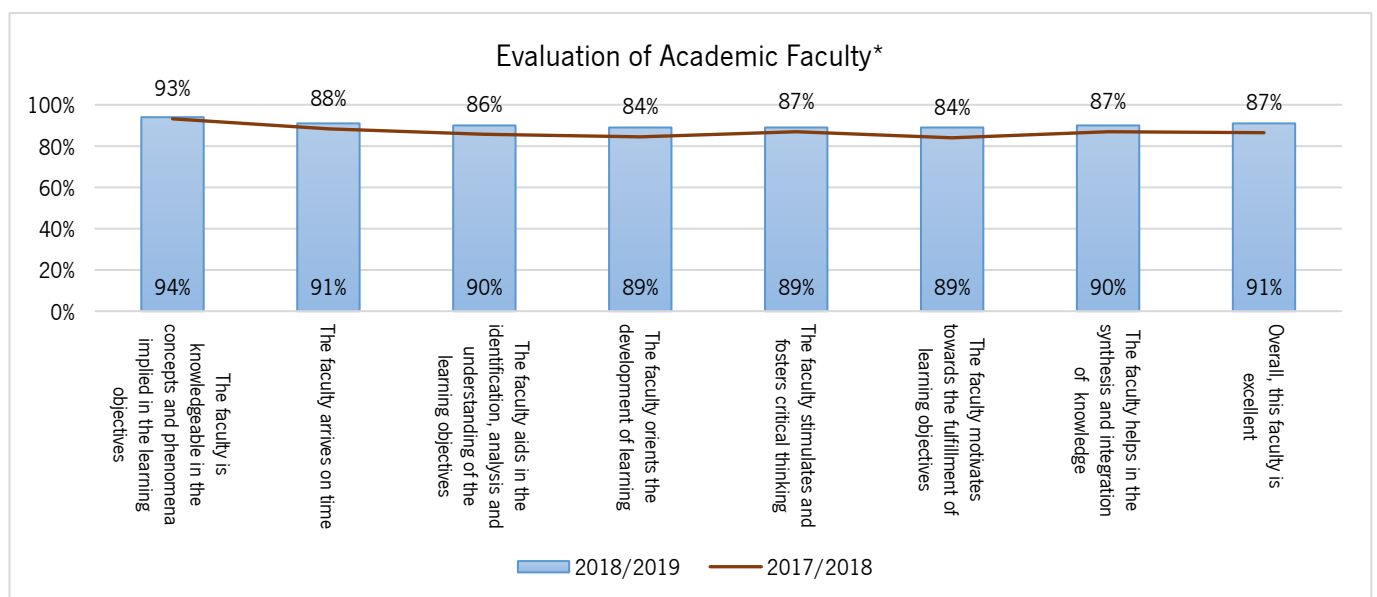
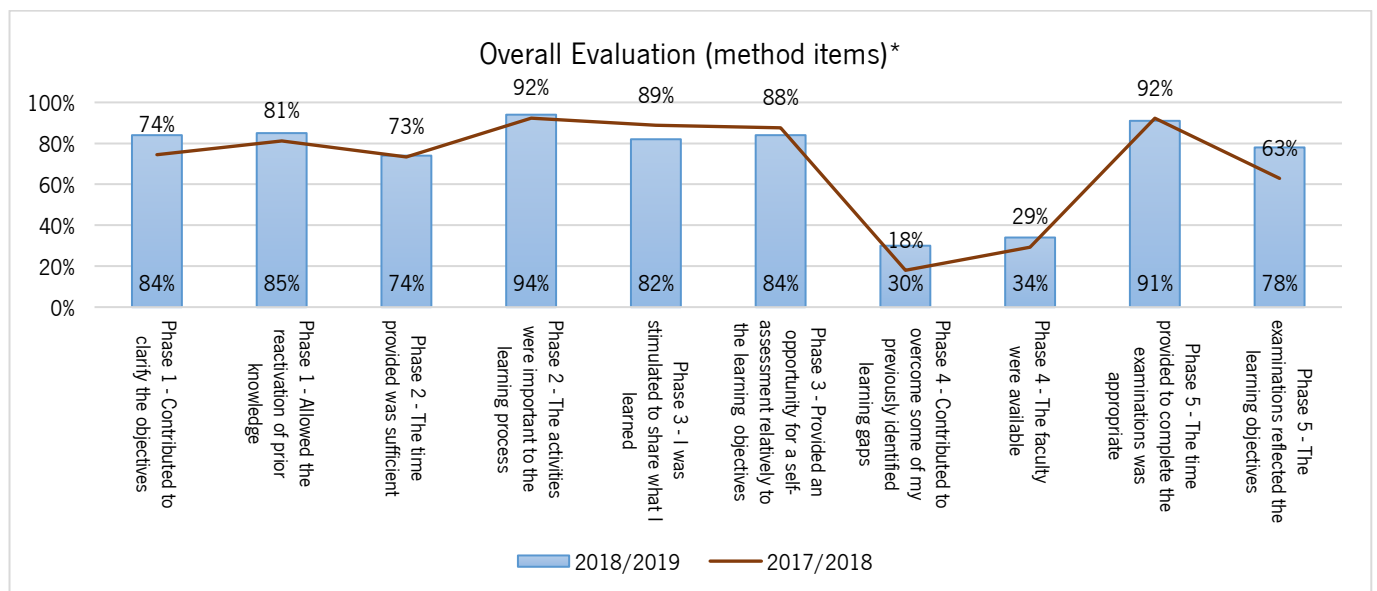
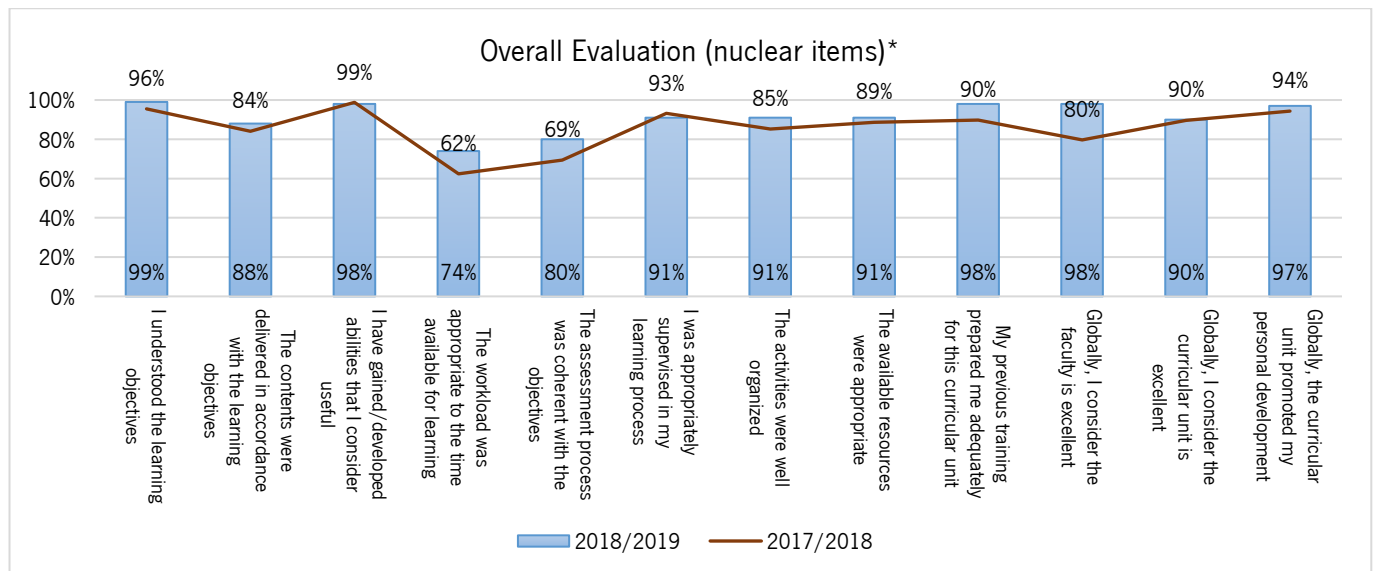
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

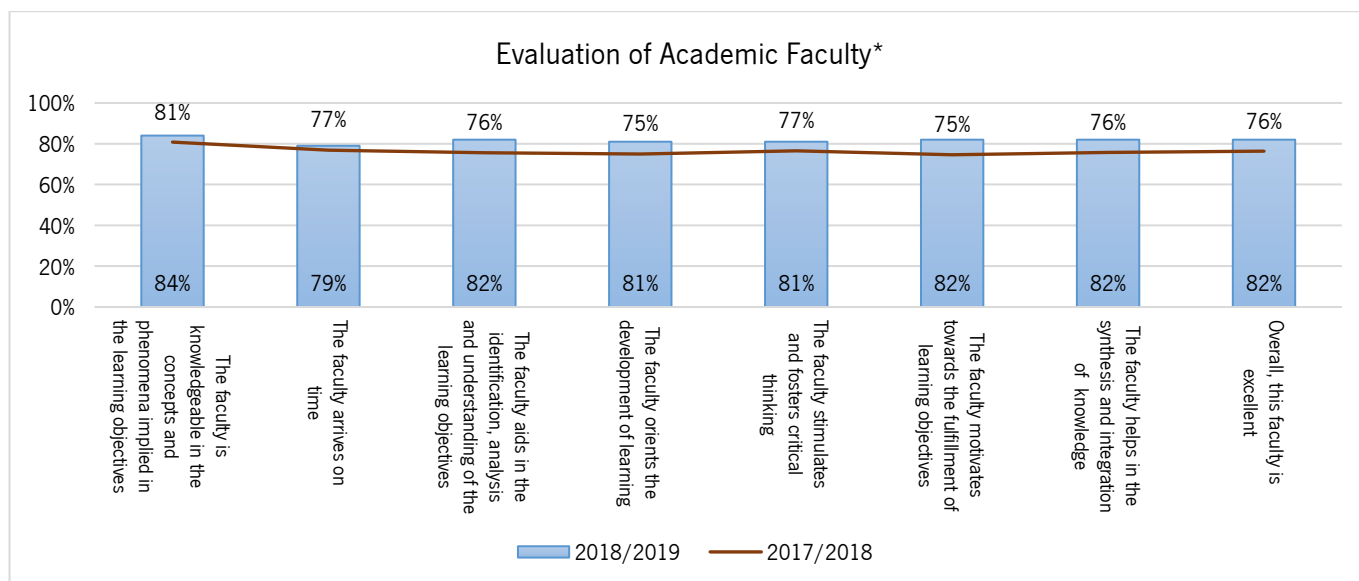
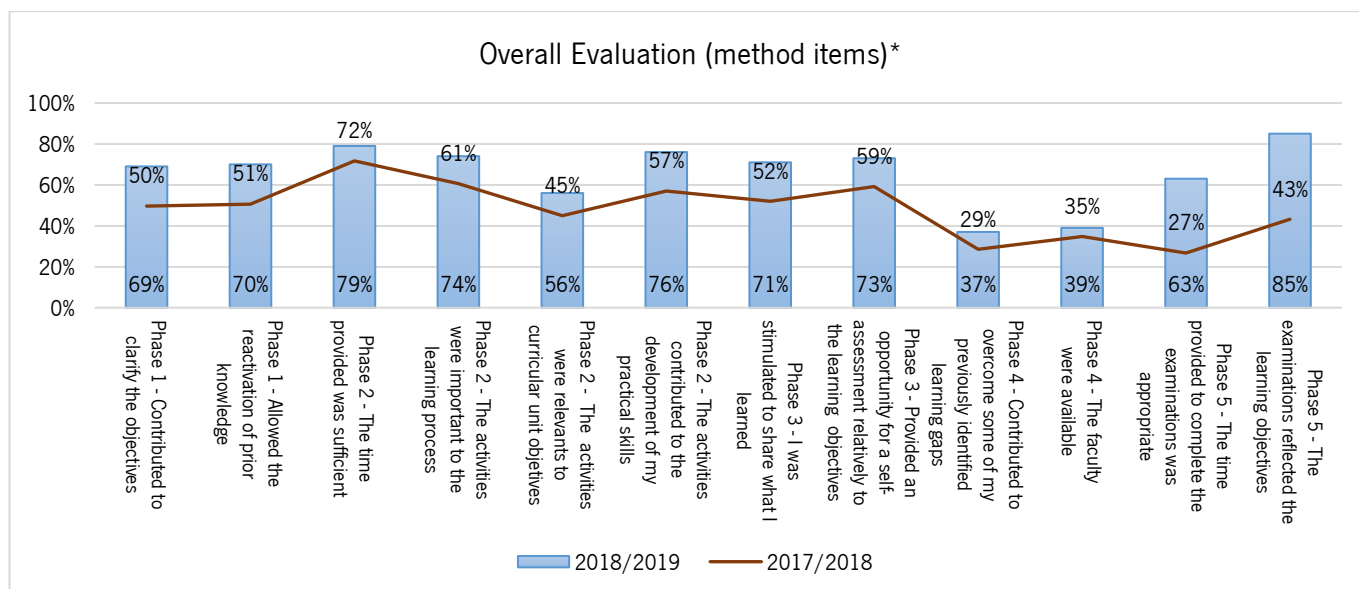
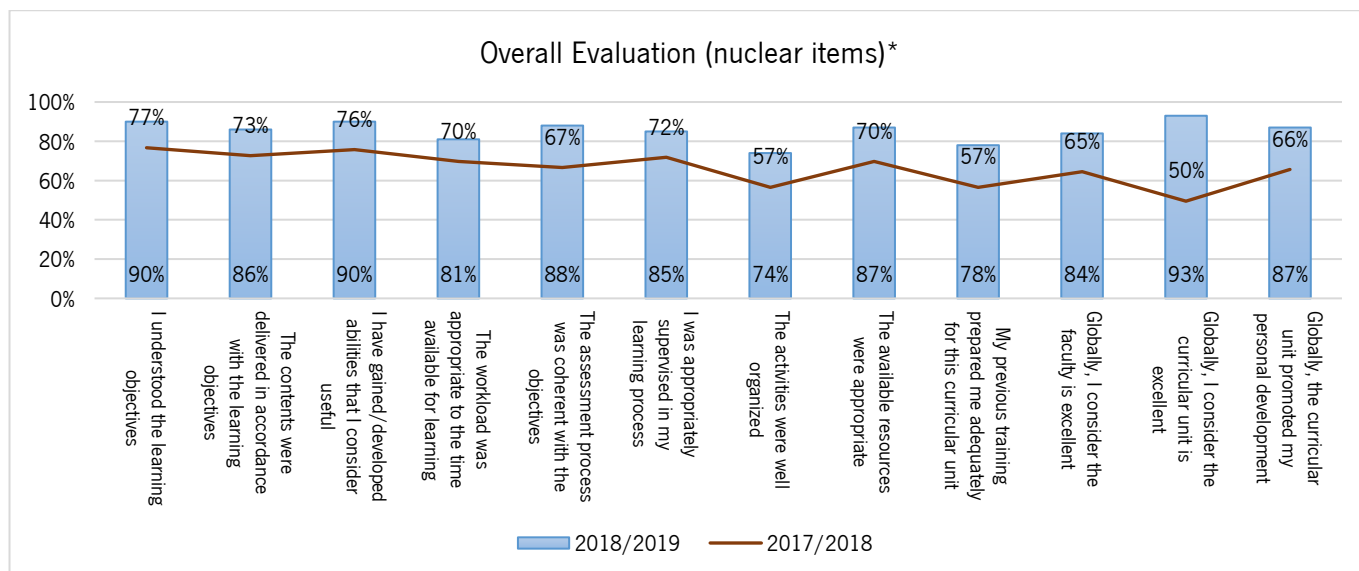


Curricular Unit: **Biopathology and Introduction to Therapeutics**



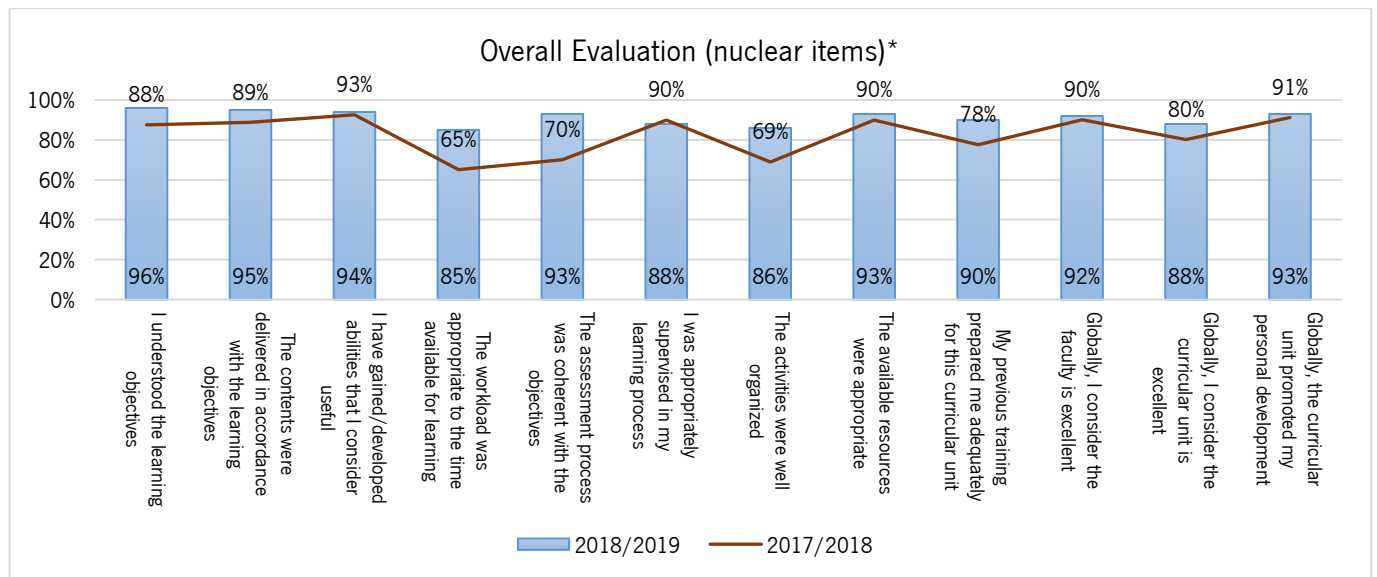
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Introduction to Community Health**

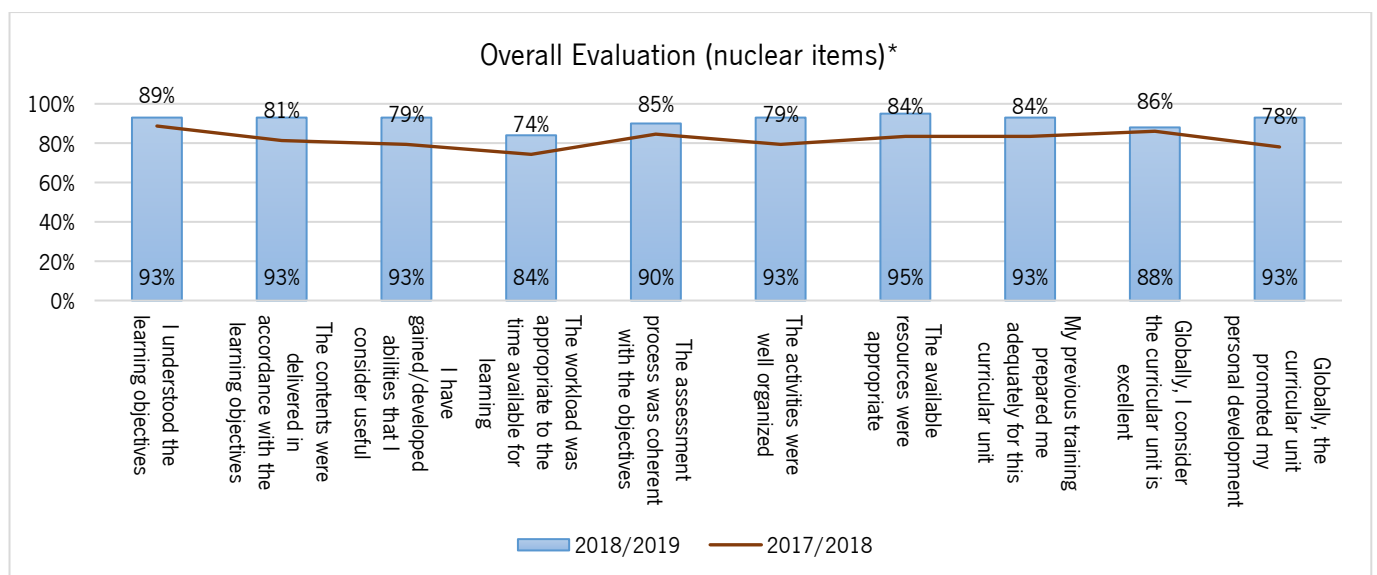


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Family, Society and Health 2**

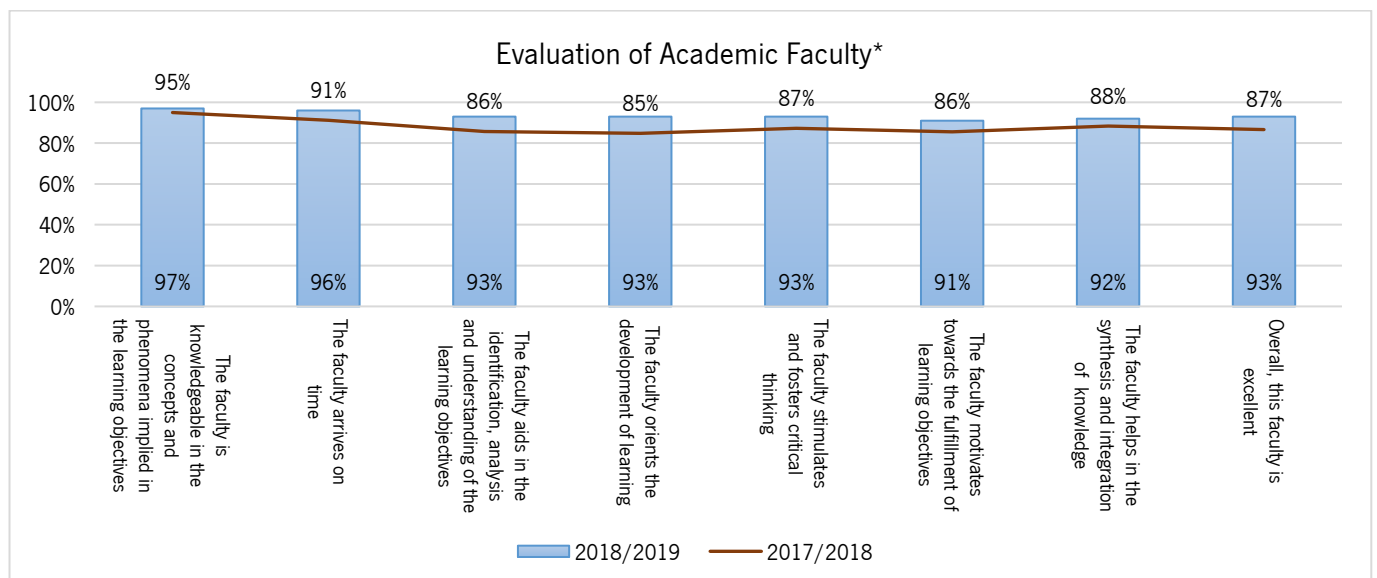
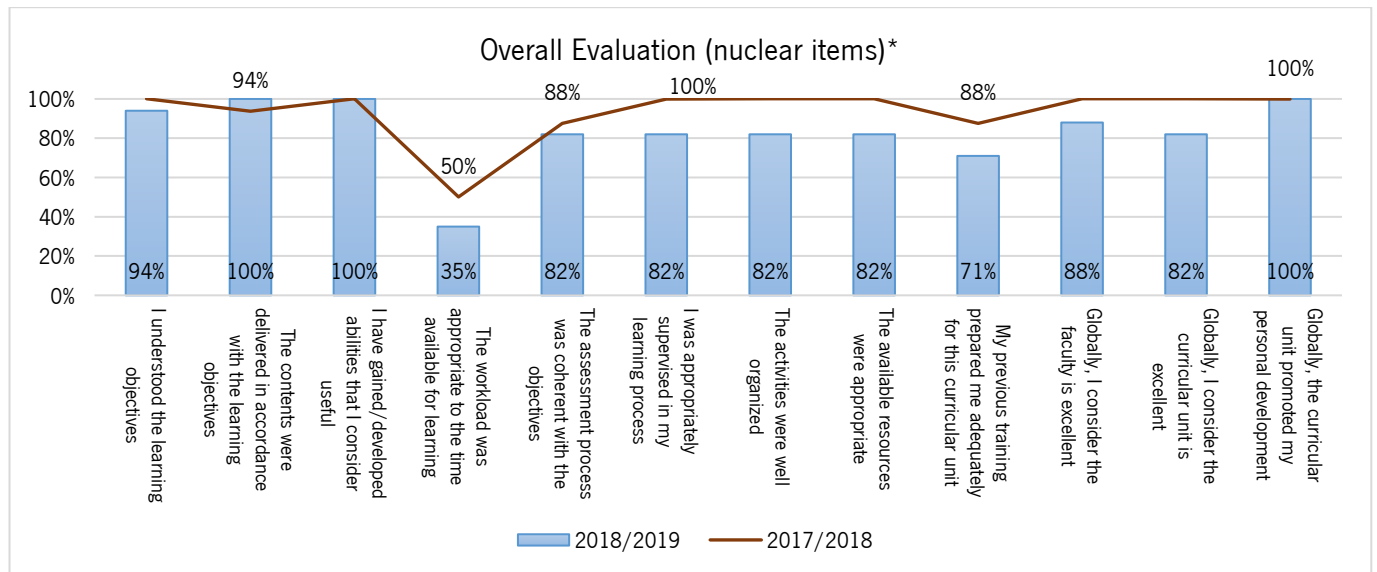


Curricular Unit: **Vertical Domains 3**



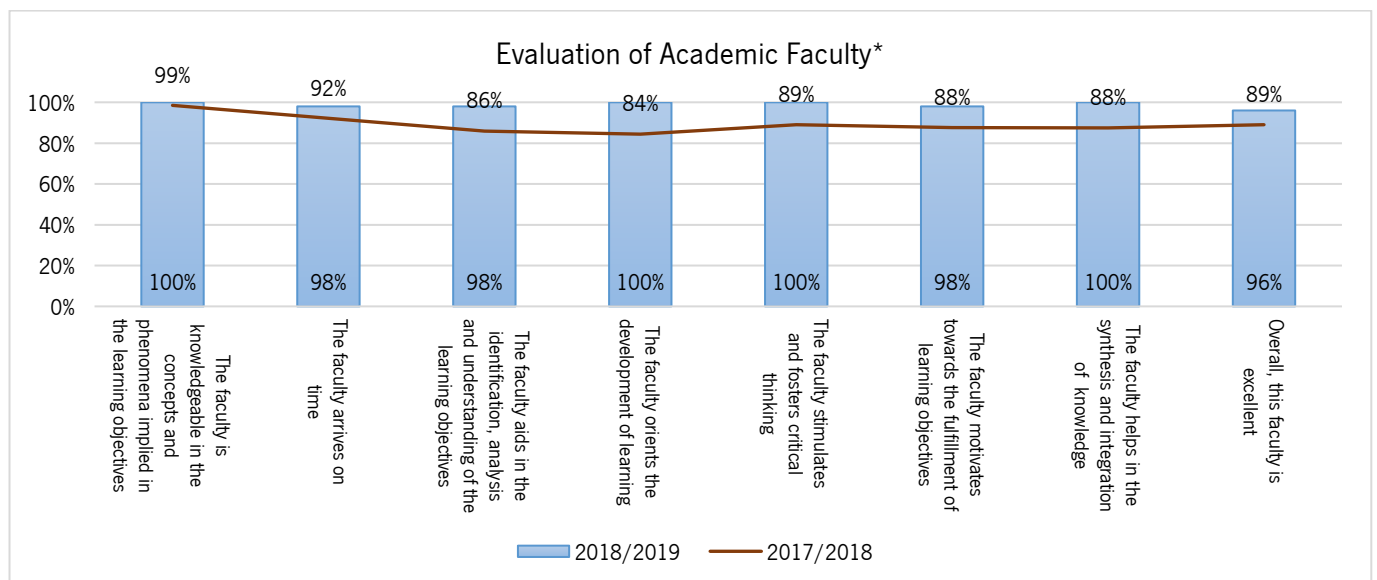
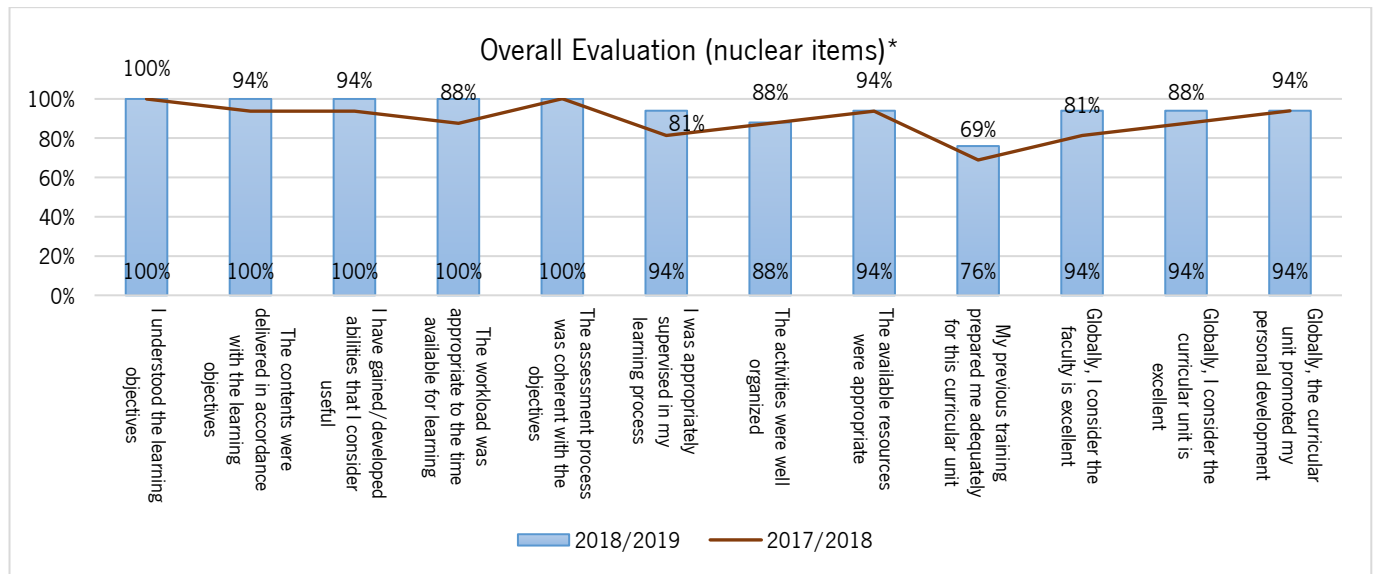
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Foundations of Medicine**



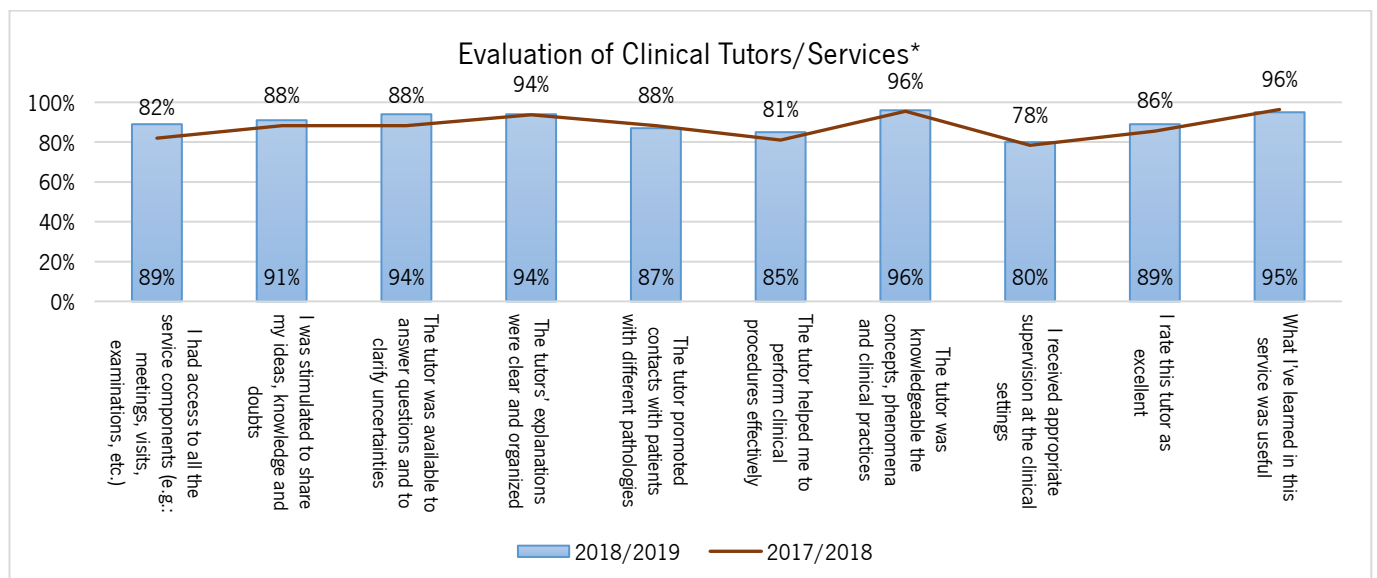
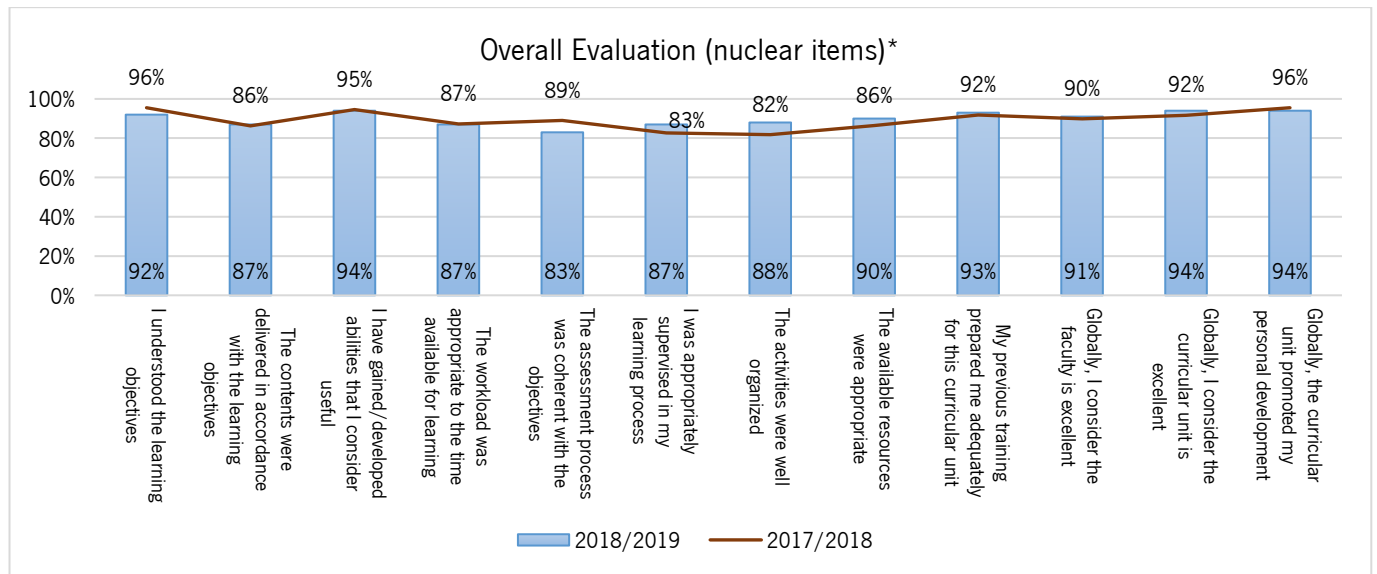
* Σ Favorable responses (Agree + strongly agree + completely agree)

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



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

Curricular Unit: **Introduction to Clinical Medicine**

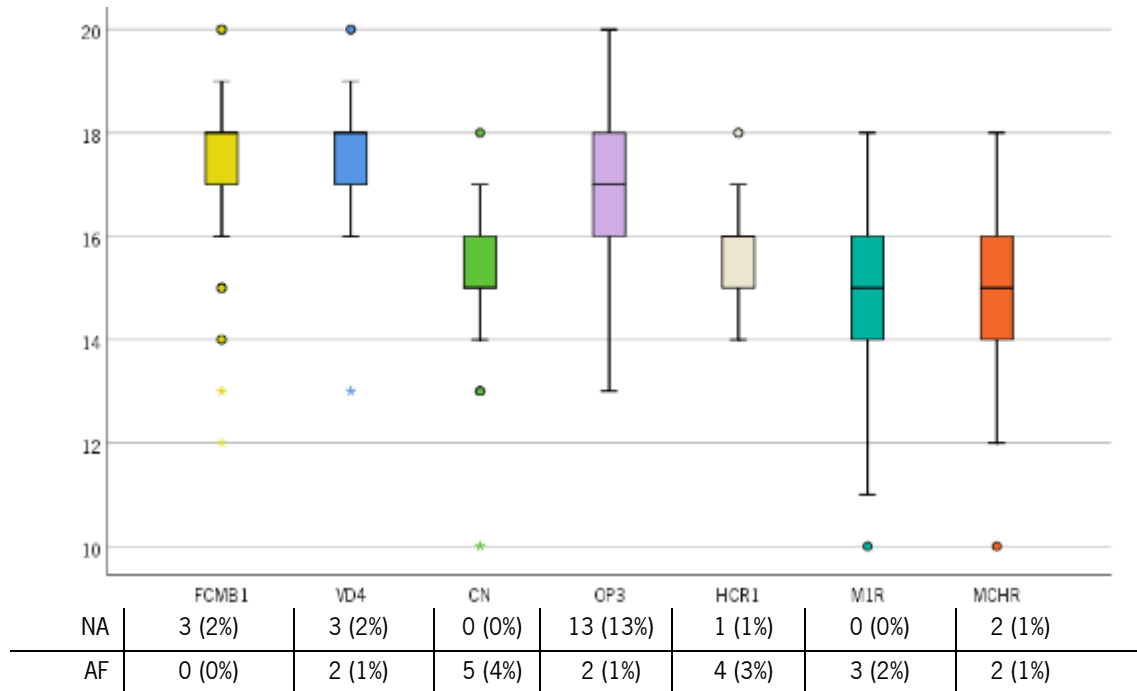


* \sum Favorable responses (Agree + strongly agree + completely agree)

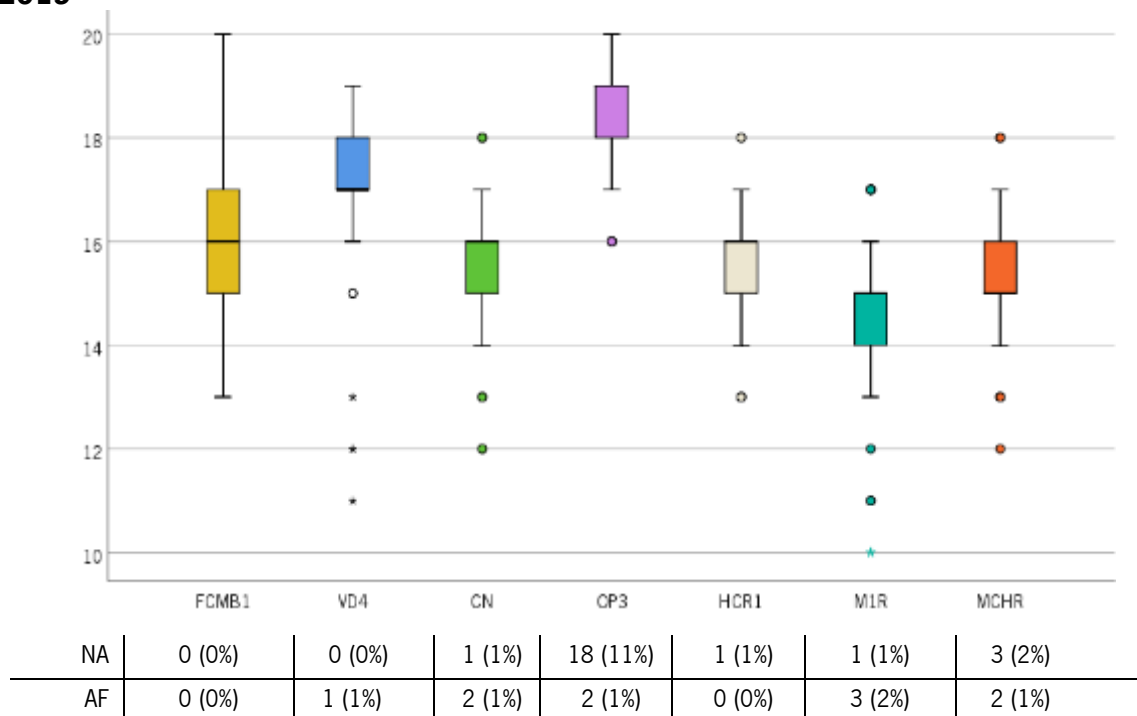
4th year

Distribution of Student Scores (*)

2017-2018



2018-2019



Legend

CN – Clinical Neurosciences

M1R – Medicine I Residency

OP 3 – Option Project 3

HCR 1 – Health Centers Residency 1

VD 4 – Vertical Domains 4

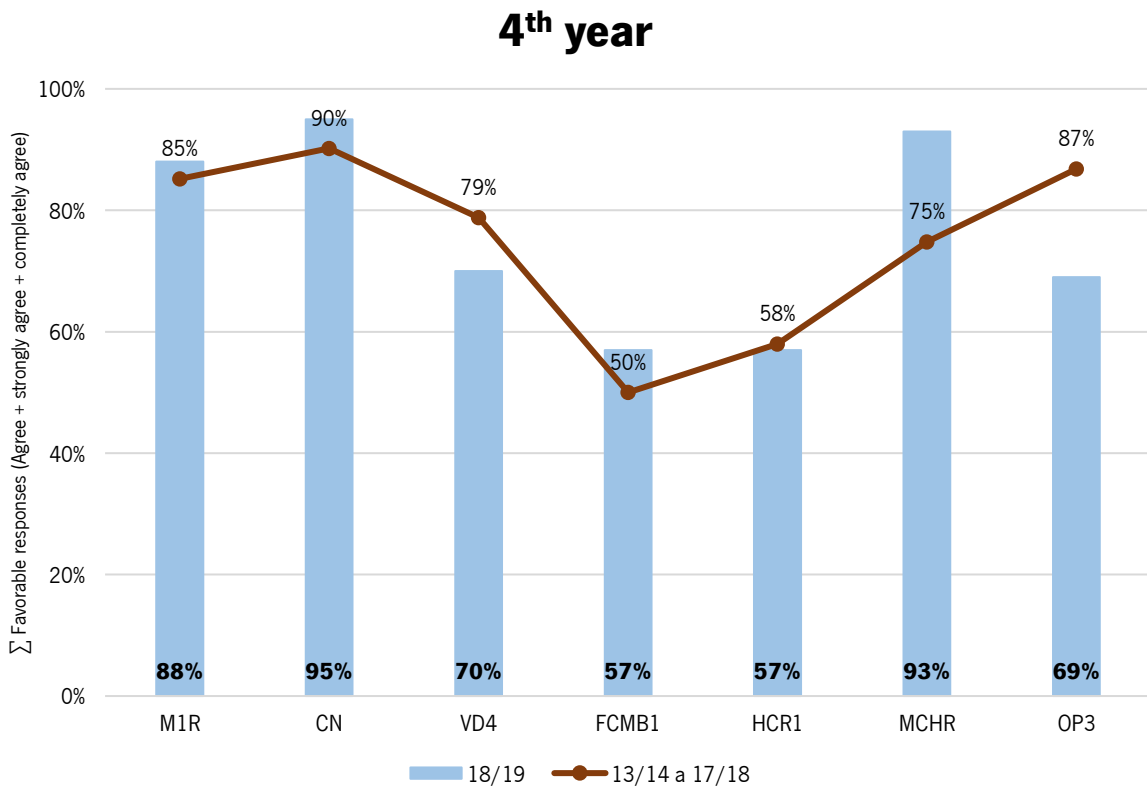
MCHR – Maternal and Child Health Residency

FCMB 1 – From Clinical to Molecular Biology 1

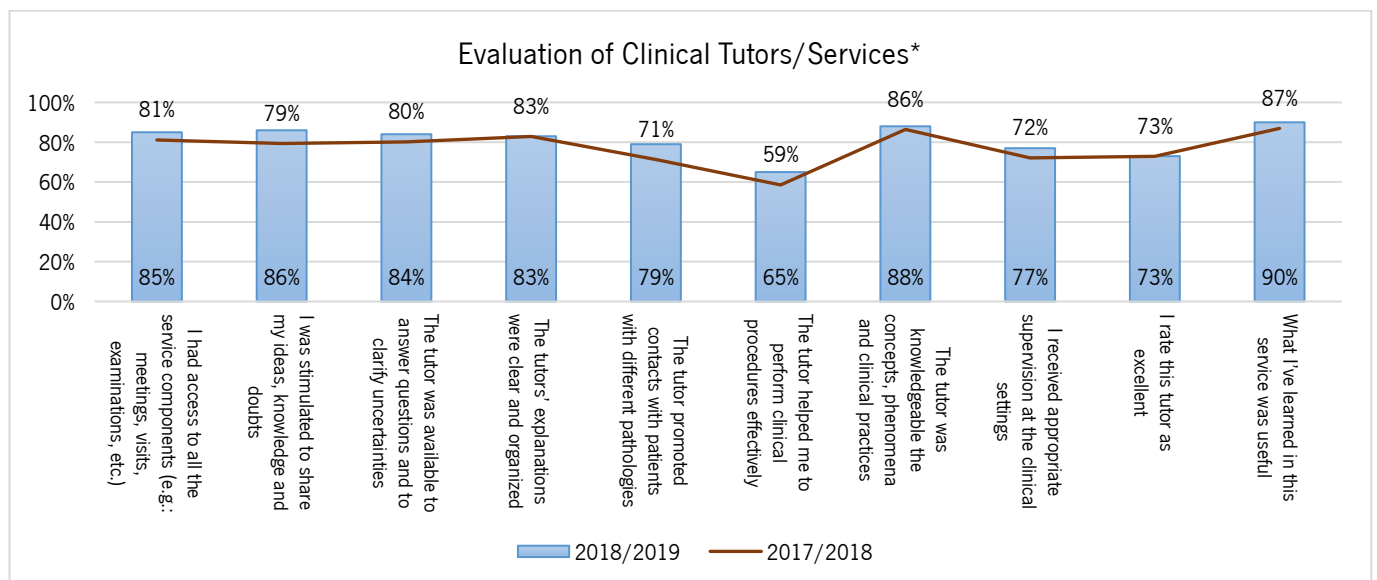
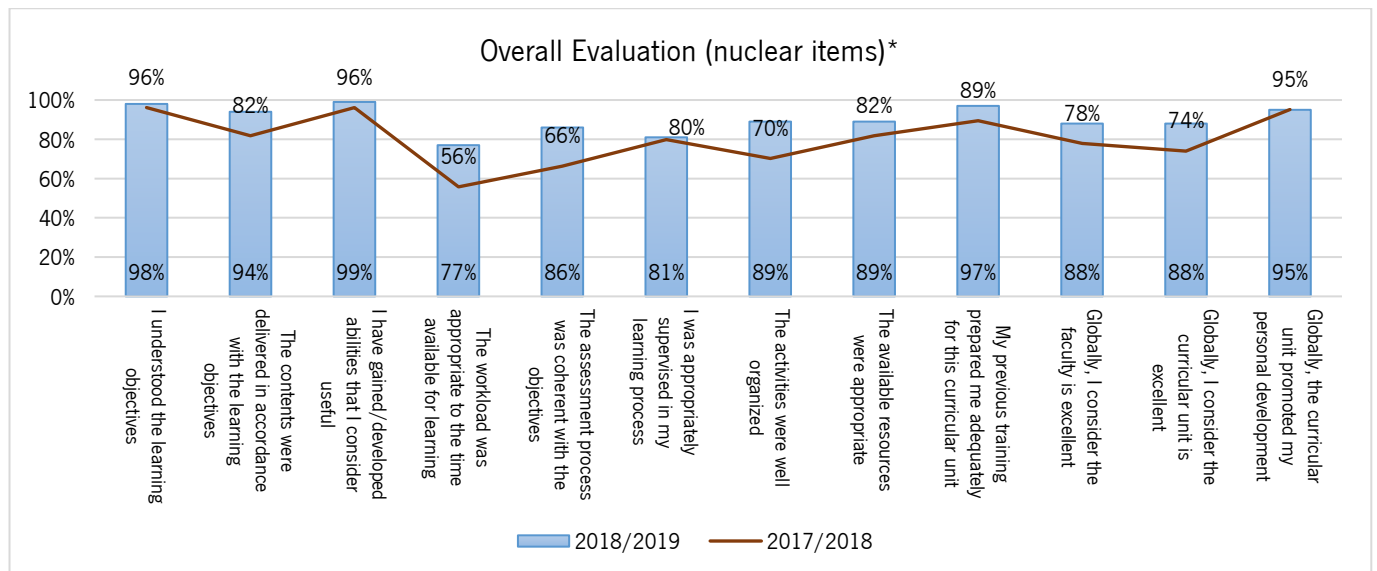
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

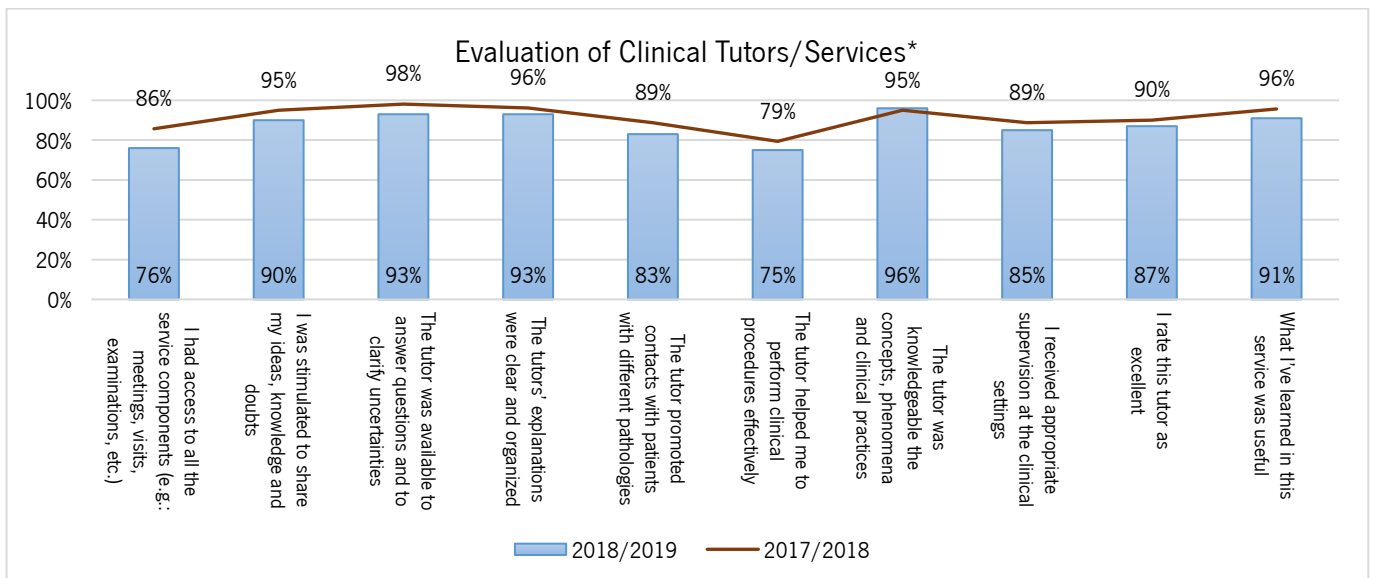
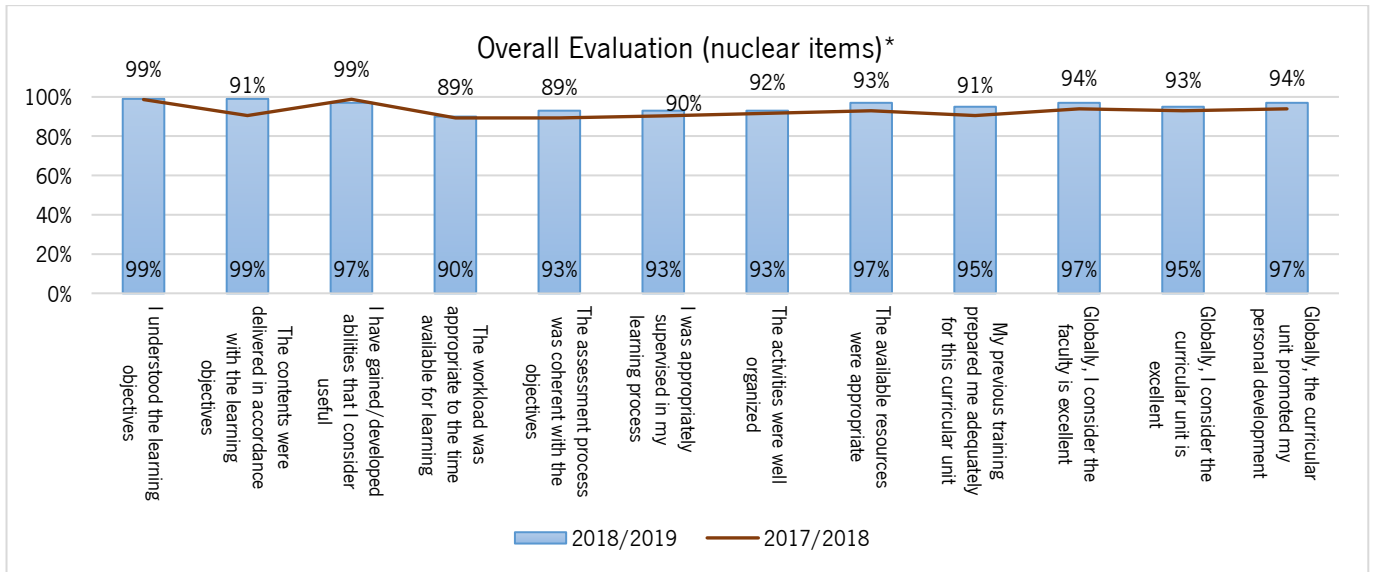


Curricular Unit: **Medicine I Residency**



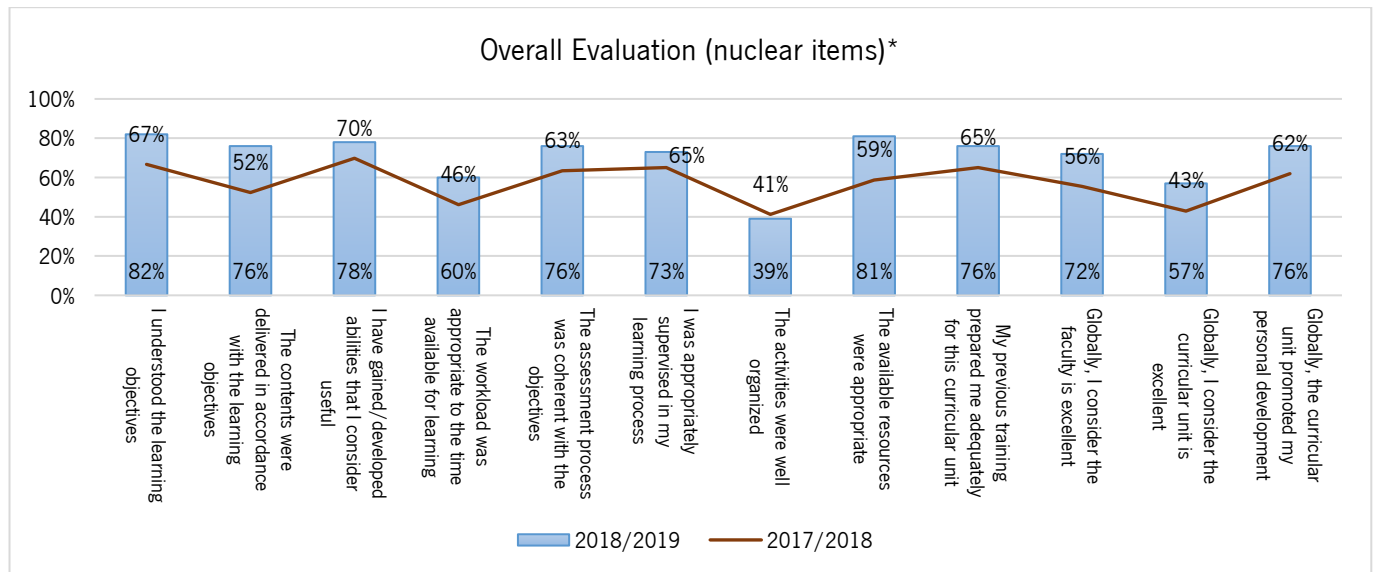
* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Clinical Neurosciences**

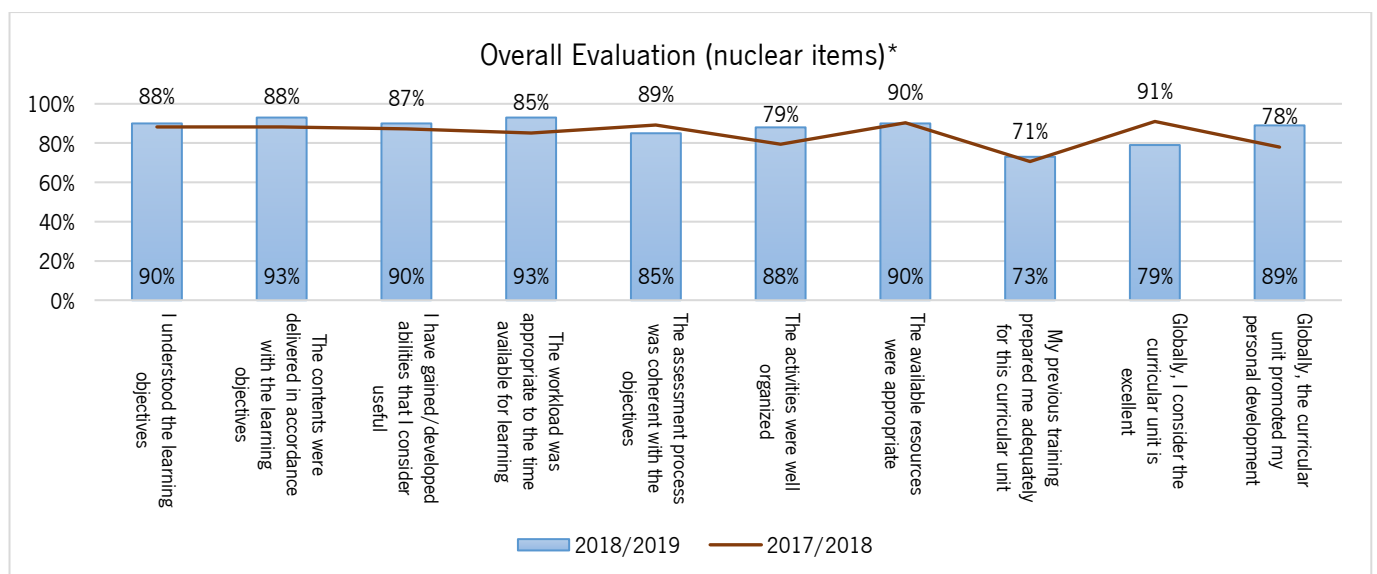


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Health Centers Residency 1**

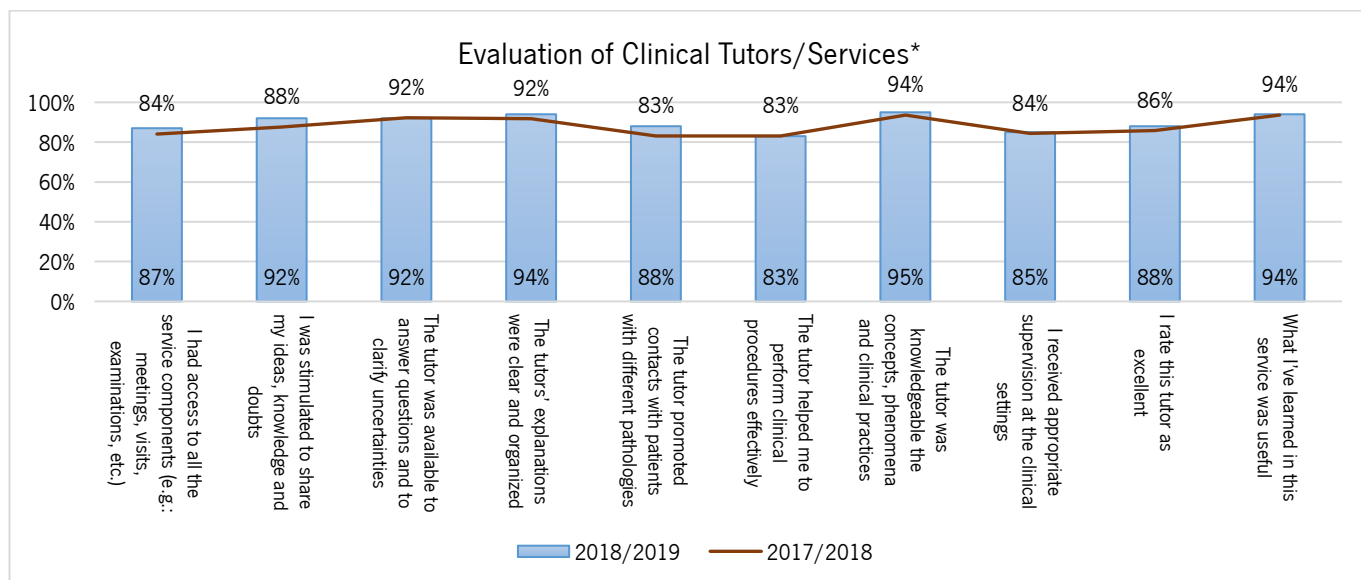
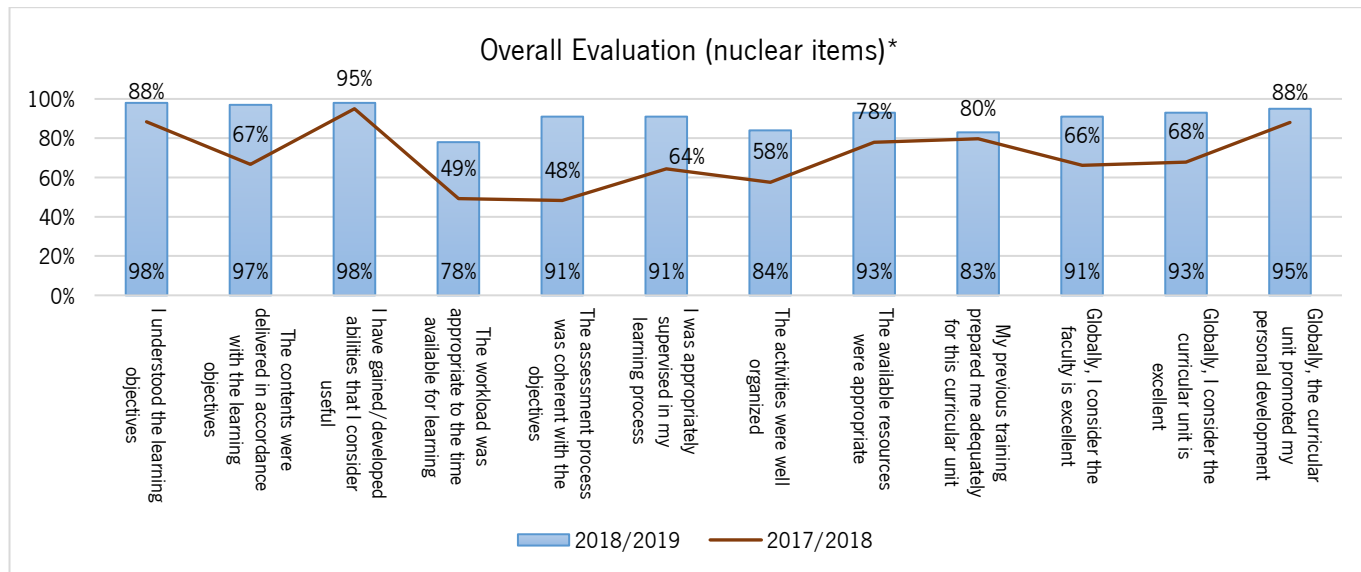


Curricular Unit: **Vertical Domains 4**



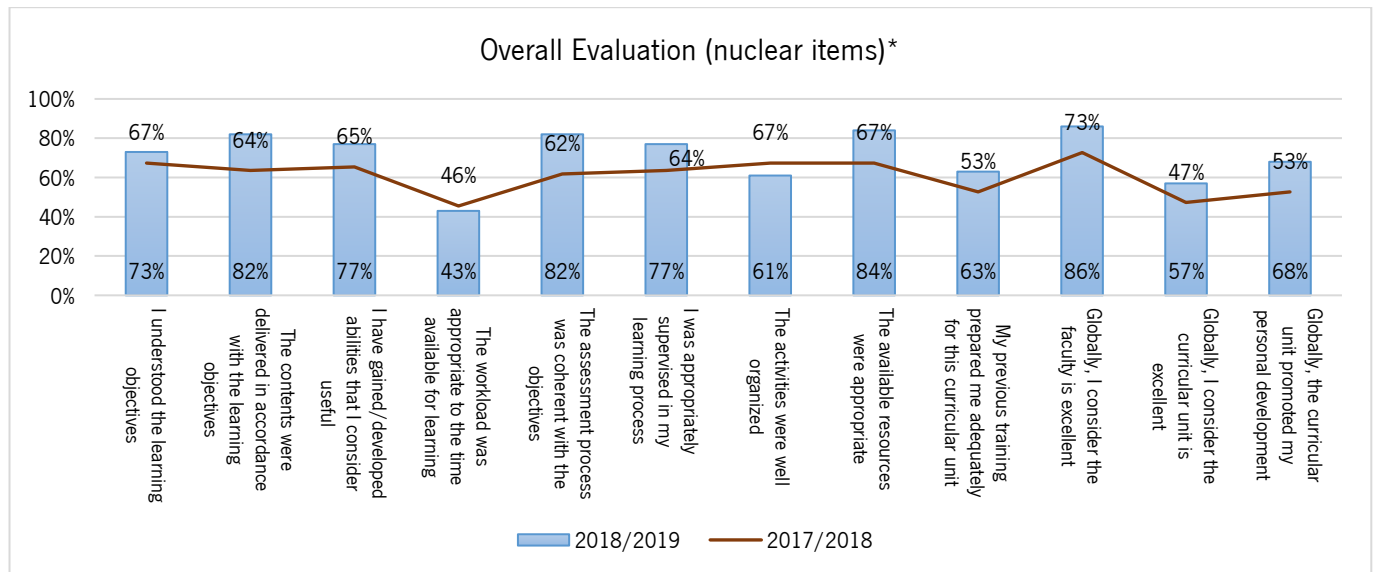
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

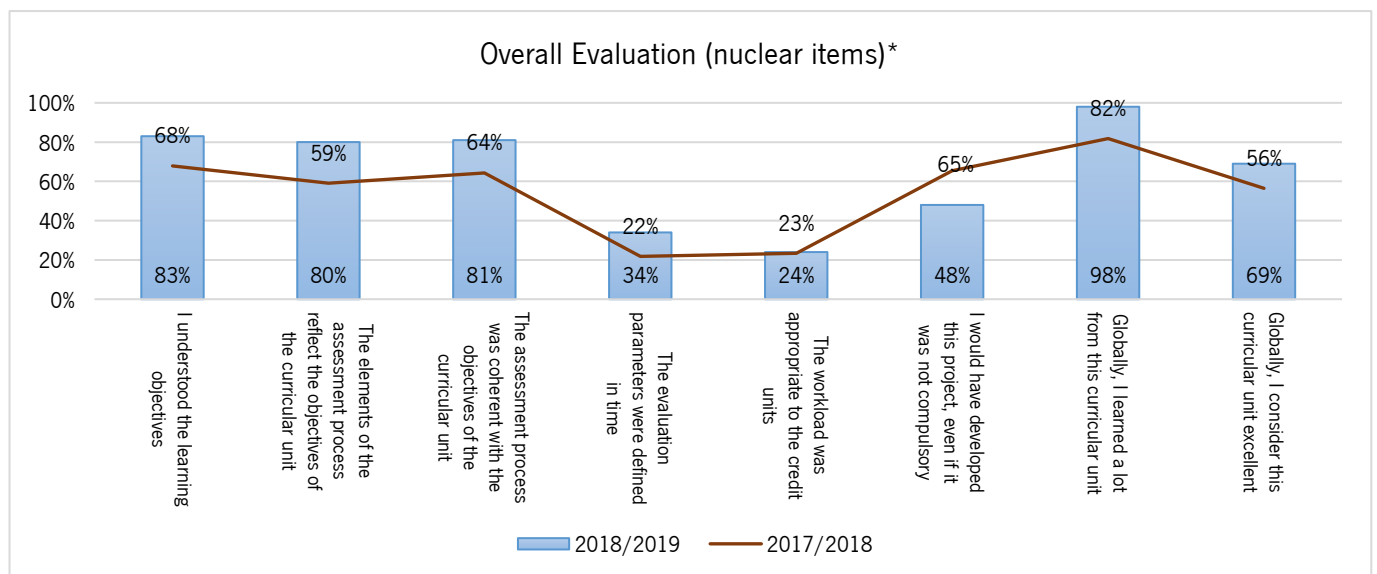


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **From Clinical to Molecular Biology 1**



Curricular Unit: **Option Project 3**

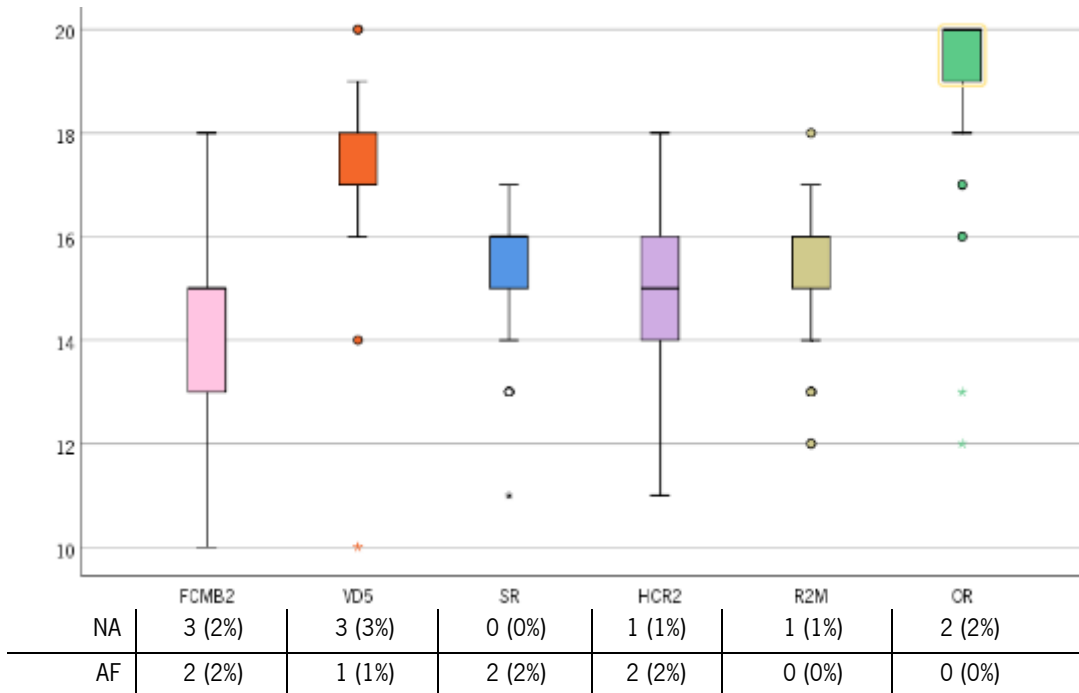


* \sum Favorable responses (Agree + strongly agree + completely agree)

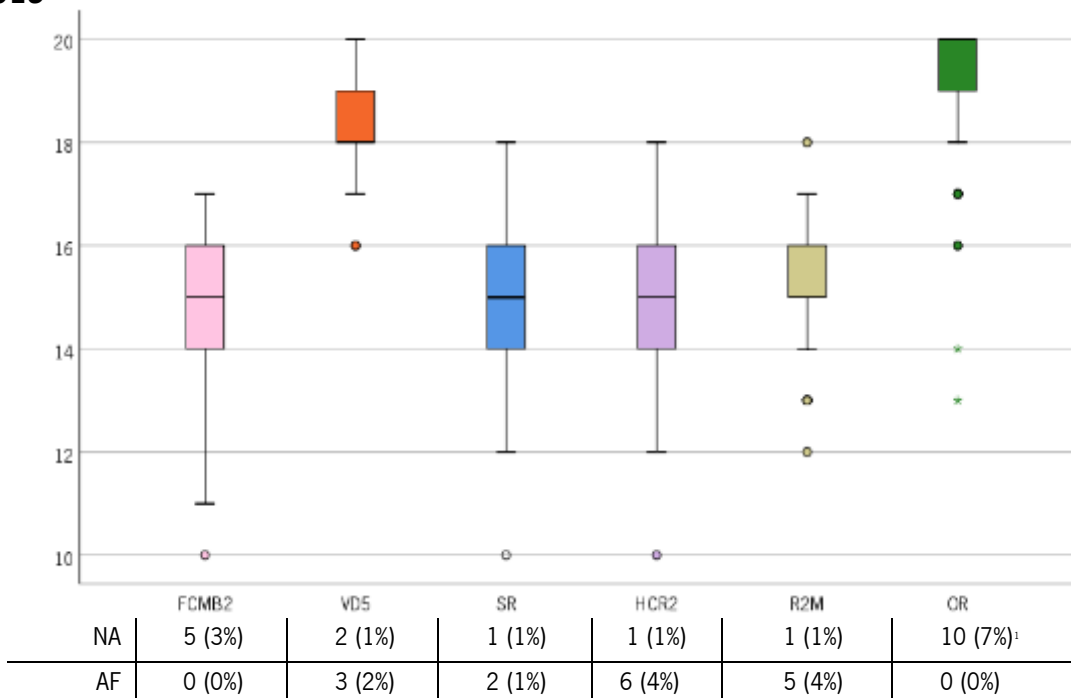
5th year

Distribution of Student Scores (*)

2017-2018



2018-2019



Legend

- SR – Surgery Residency
- M2R – Medicine 2 Residency
- HCR 2 – Health Centers Residency 2
- OR – Optional Residencies

VD 5 – Vertical Domains 5

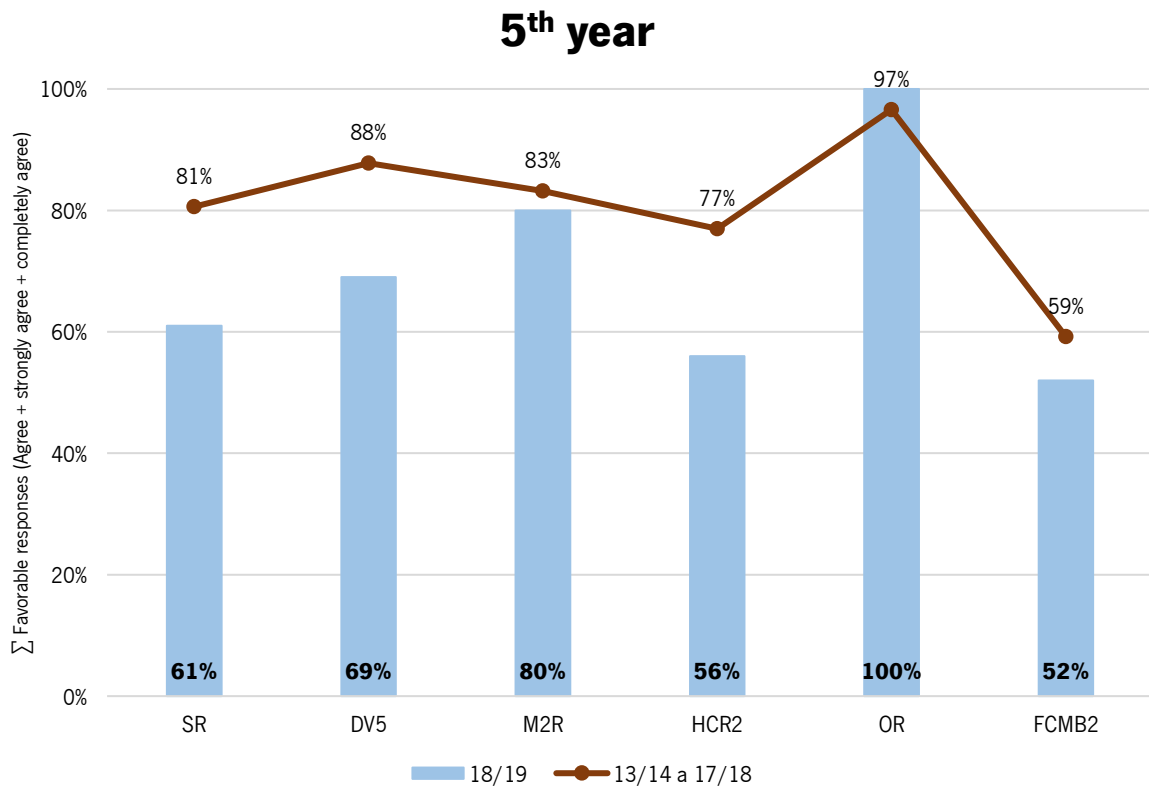
FCMB 2 – From Clinical to Molecular Biology 2

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

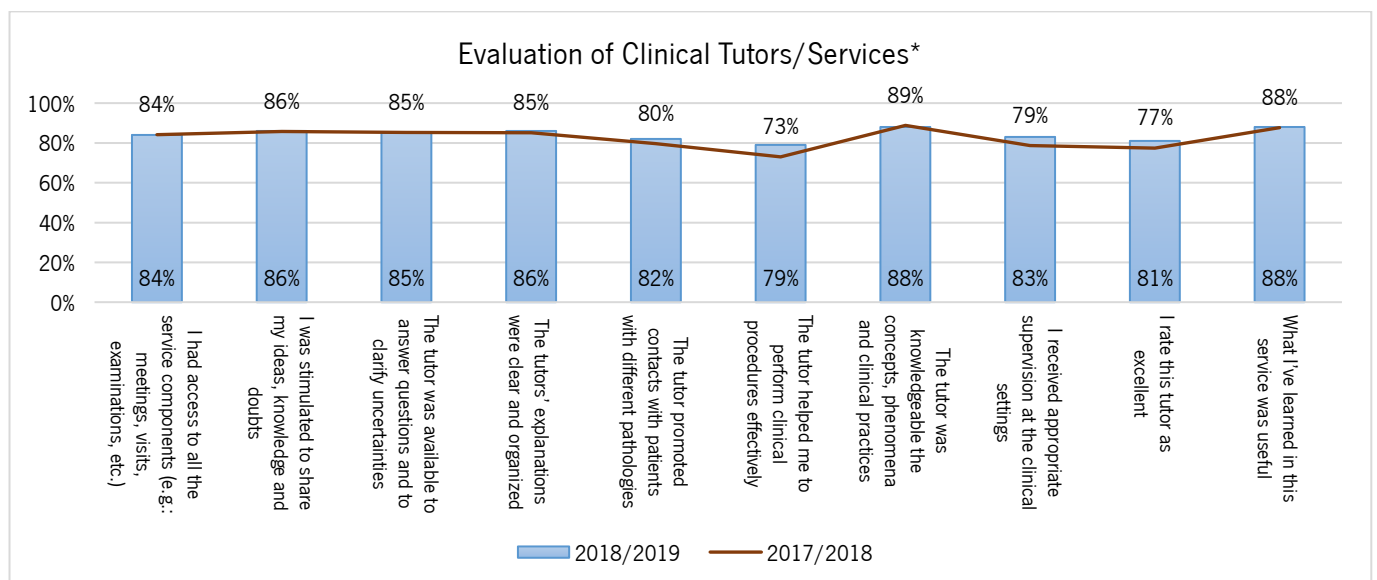
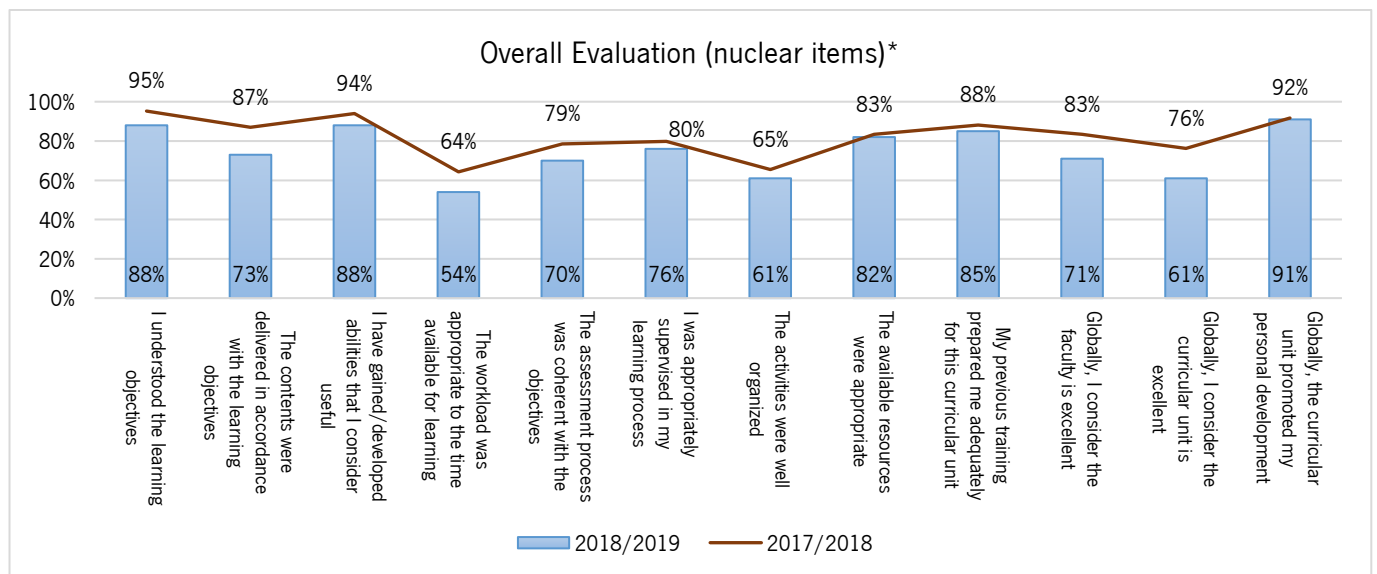
(**) Non-attendants (NA) / (***) Academic failures (AF)

[‡] include students that attended this curricular unit in another country

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

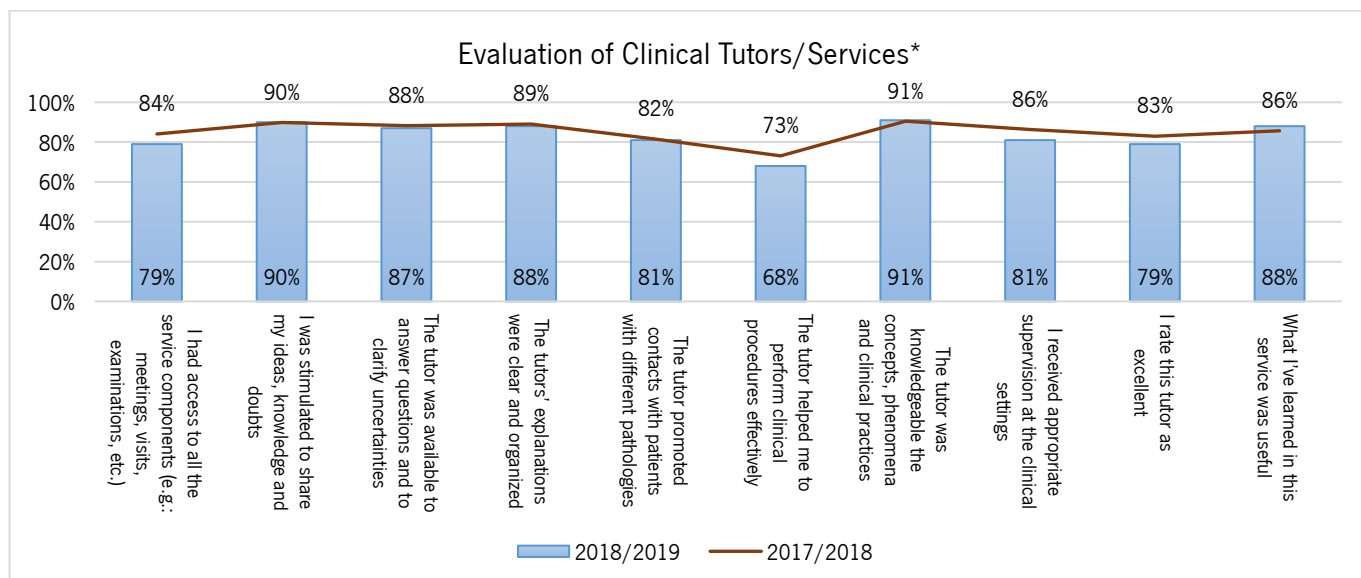
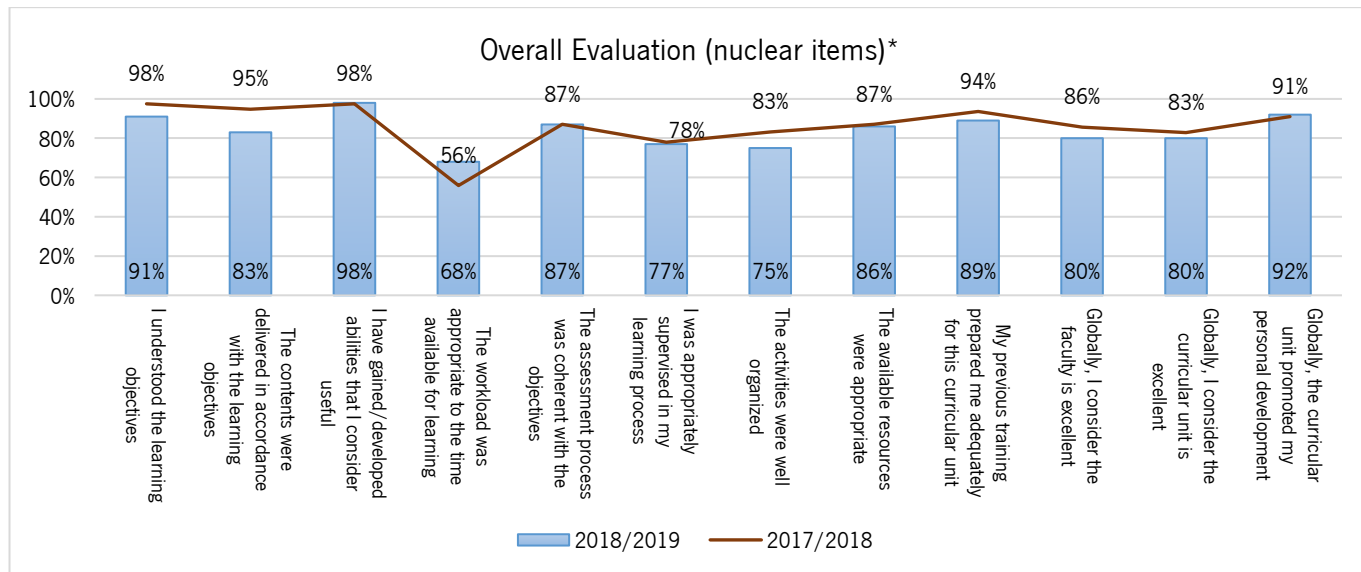


Curricular Unit: **Surgery Residency**



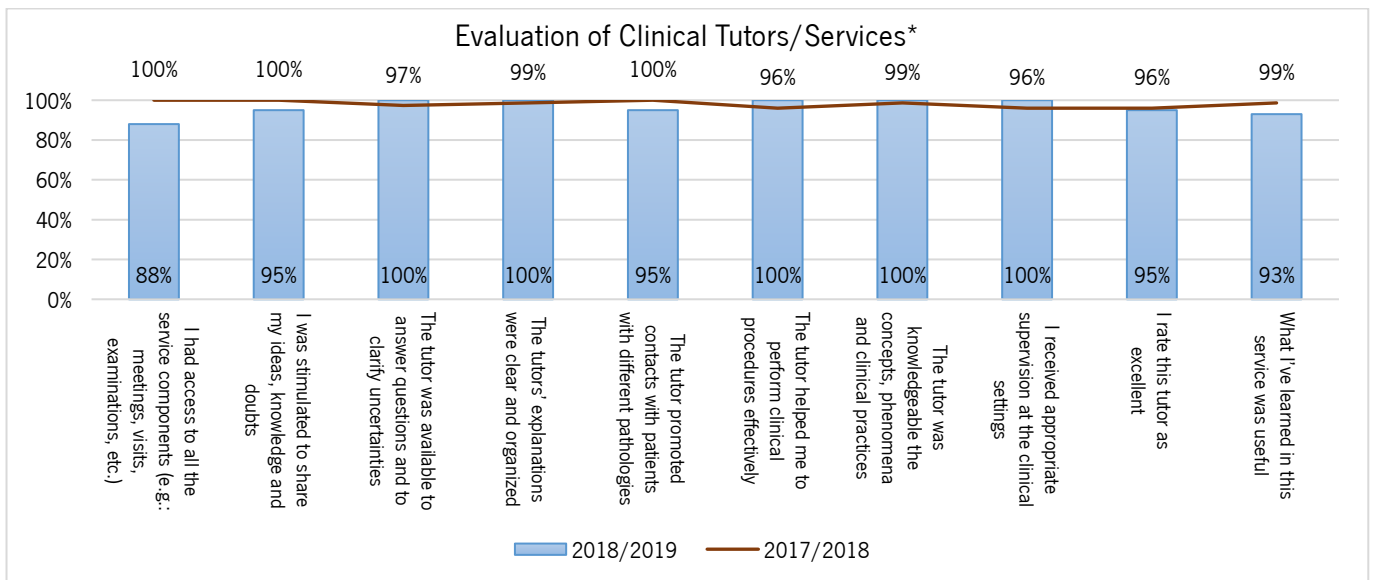
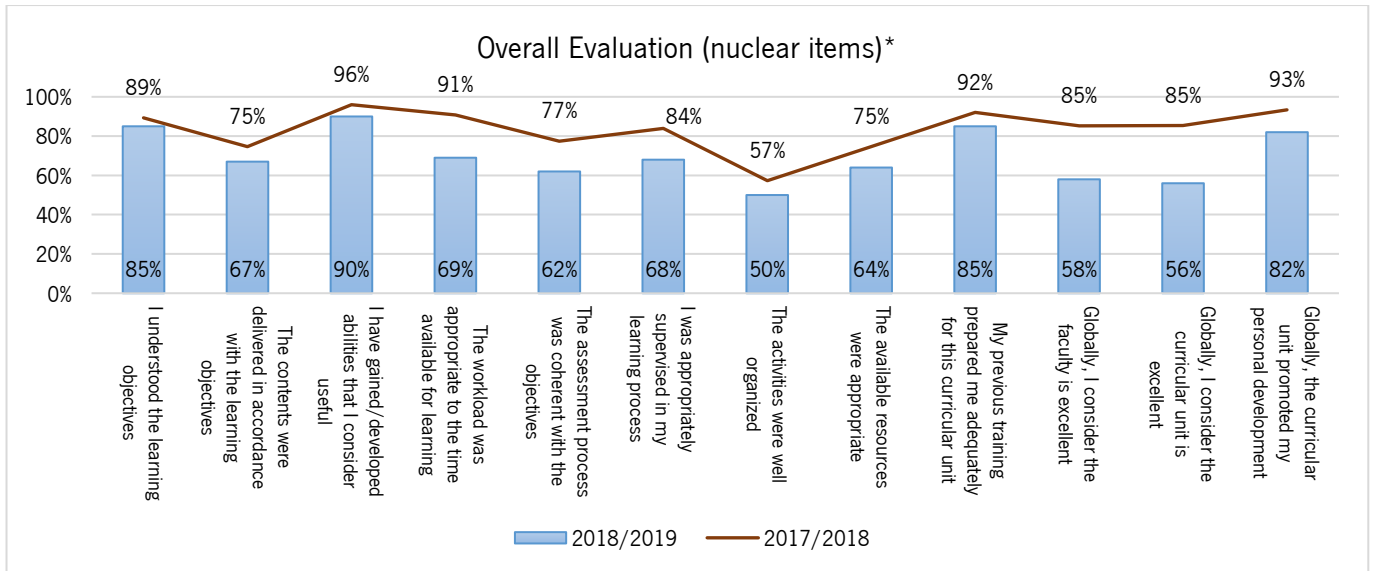
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Medicine 2 Residency**



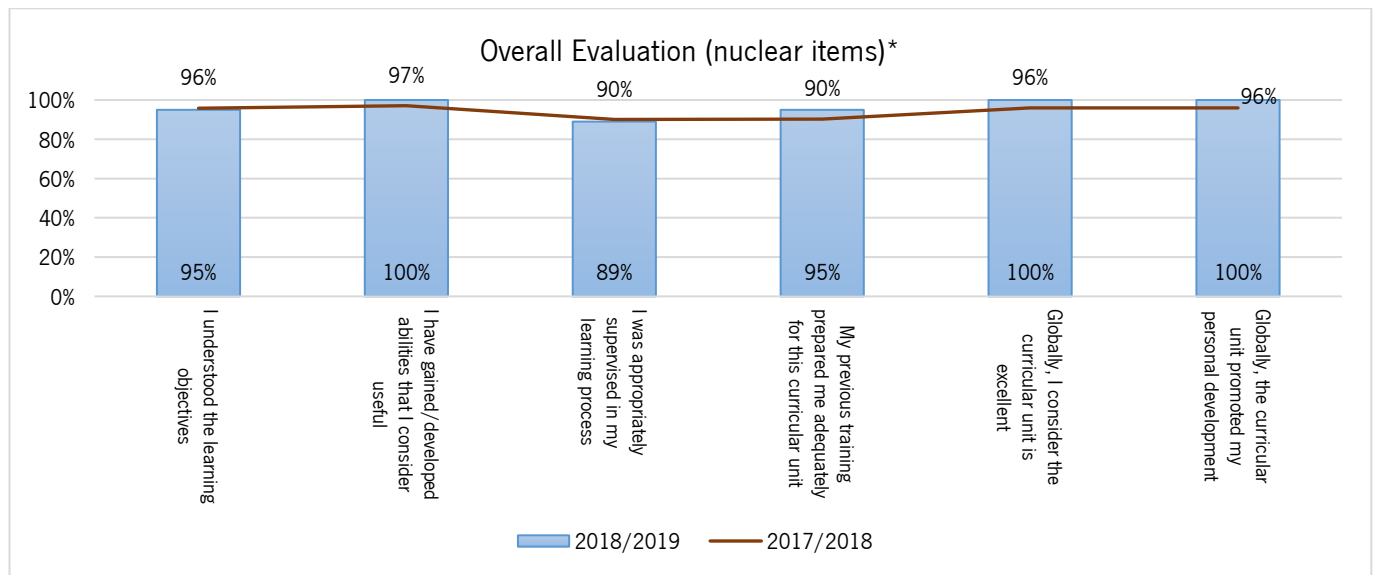
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Health Centers Residency 2**

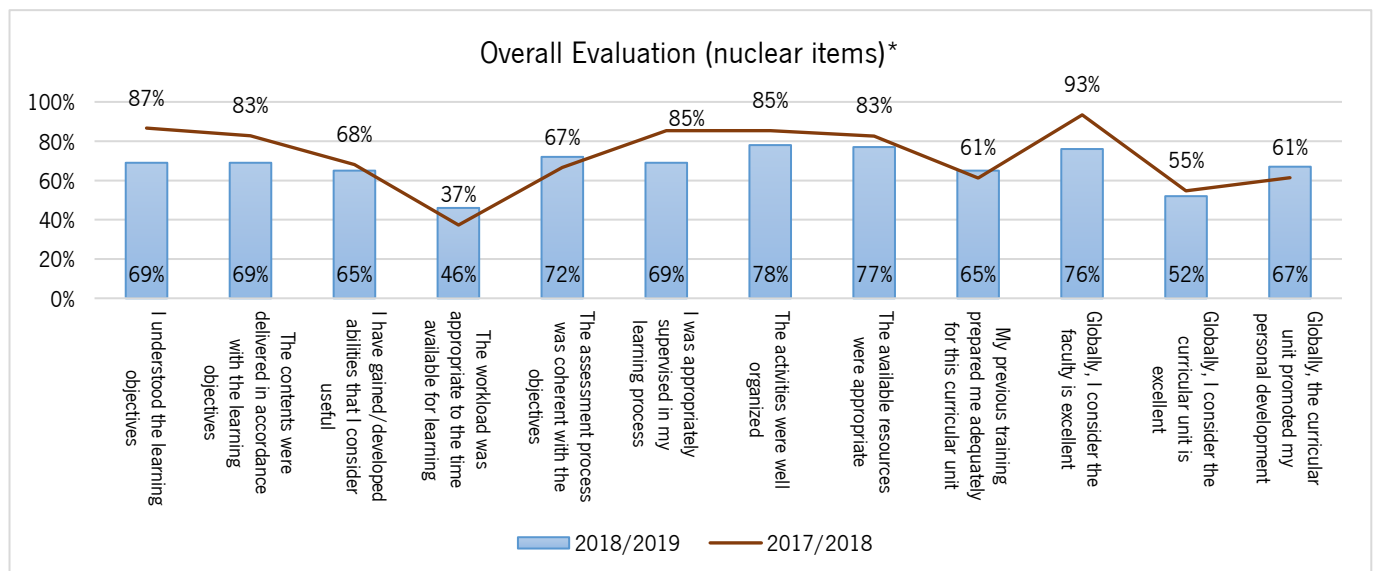


* \sum Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **Optional Residencies**

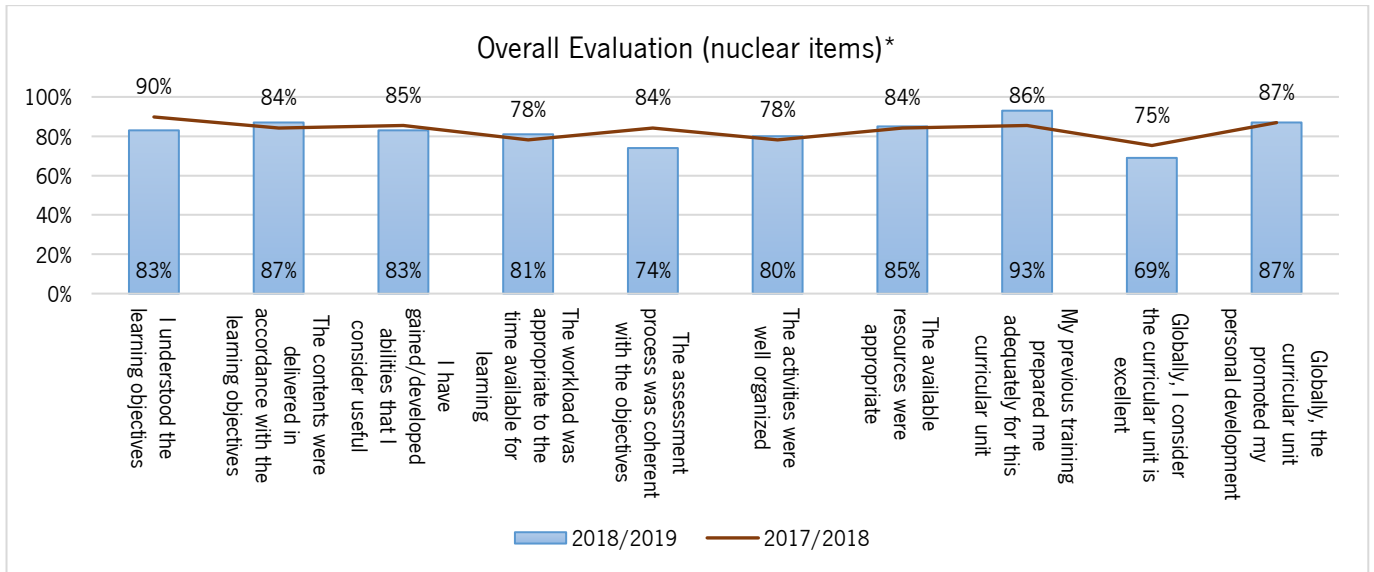


Curricular Unit: **From Clinical to Molecular Biology 2**



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

Curricular Unit: **Vertical Domains 5**

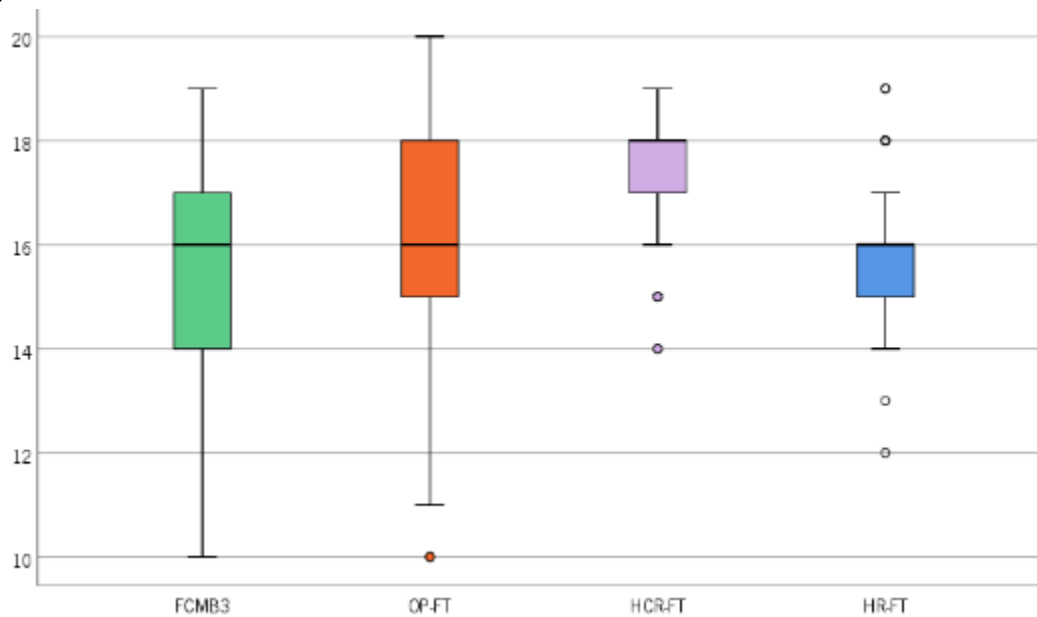


* \sum Favorable responses (Agree + strongly agree + completely agree)

6th year

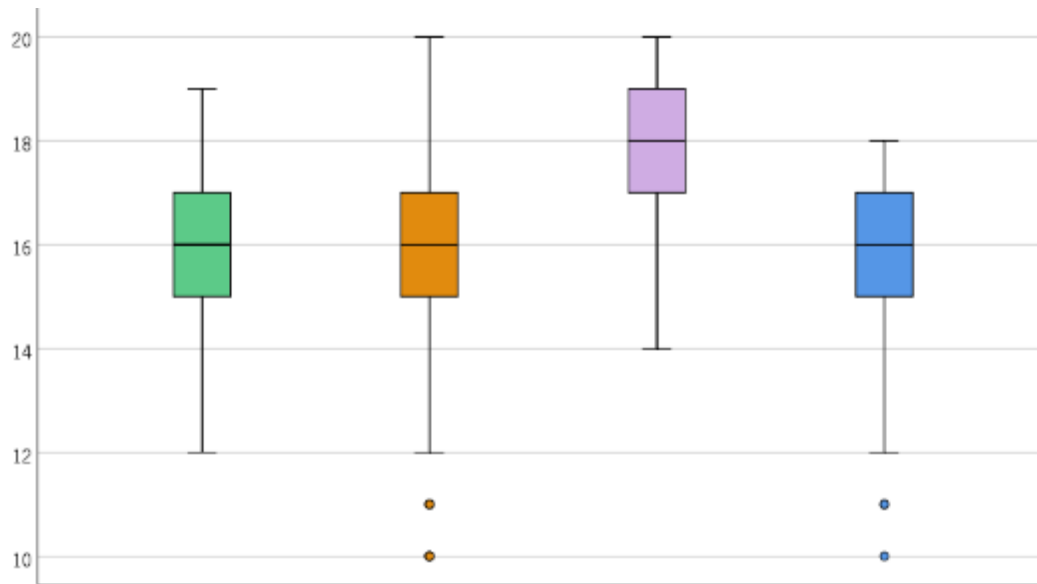
Distribution of Student Scores (*)

2017-2018



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

2018-2019



NA	1 (1%)	5 (4%)	0 (0%)	2 (2%)
AF	0 (0%)	1 (1%)	0 (0%)	2 (2%)

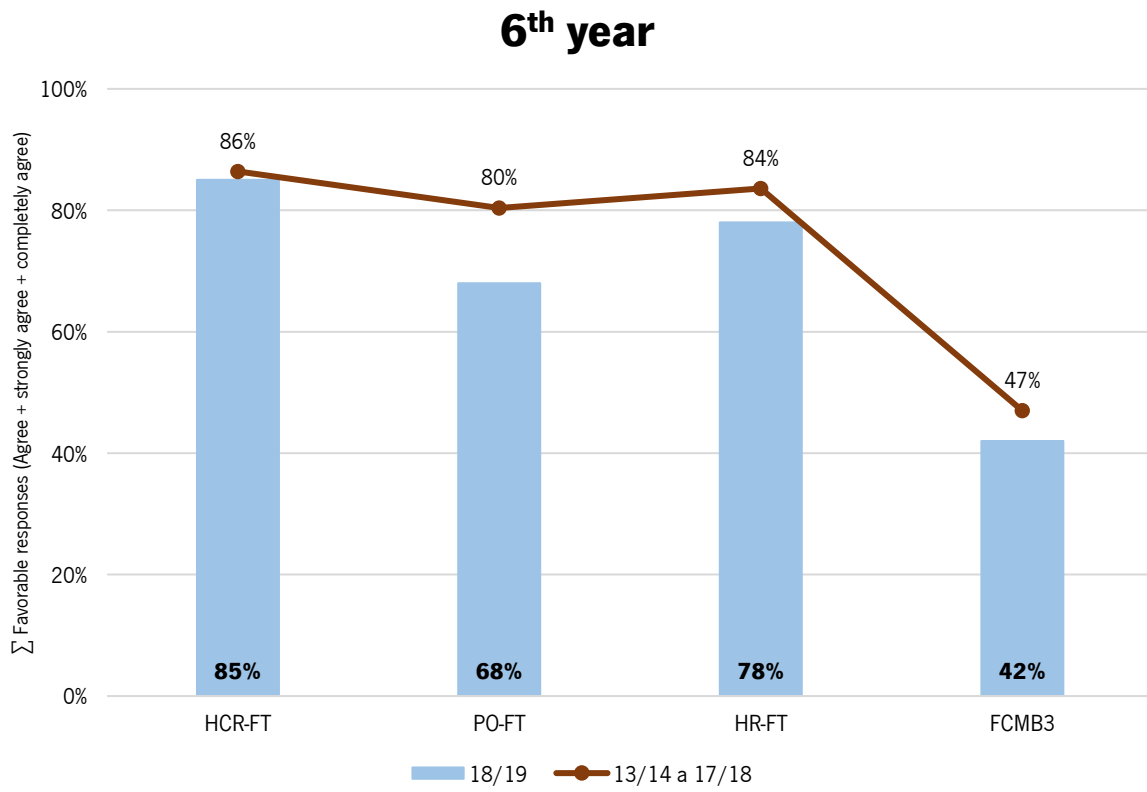
Legend

- HCR-FT – Health Centers Residency - Final Training
- PO-FT – Option Project - Final Training
- HR-FT – Hospital Residencies - Final Training
- FCMB 3 – From Clinical to Molecular Biology 3

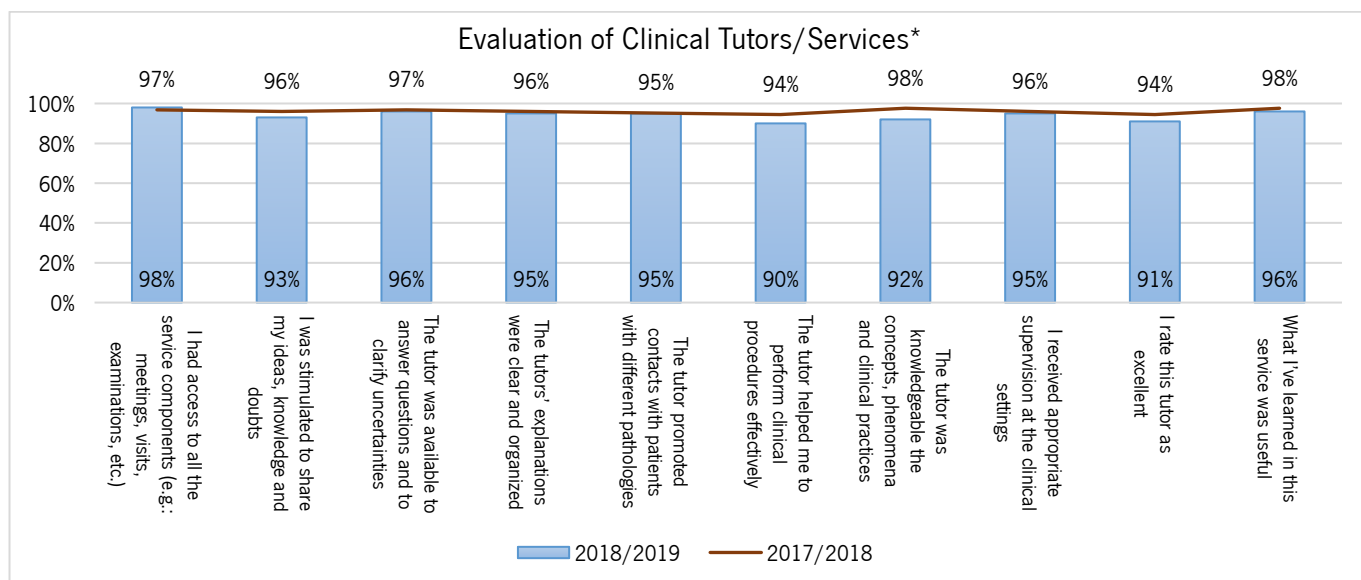
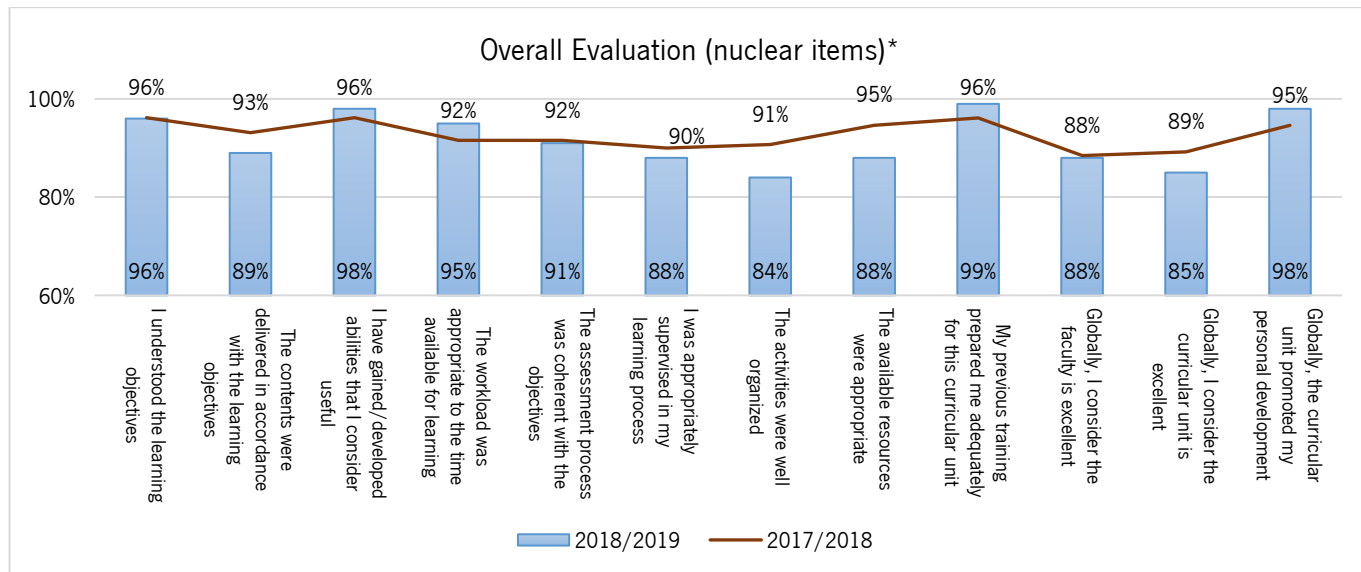
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

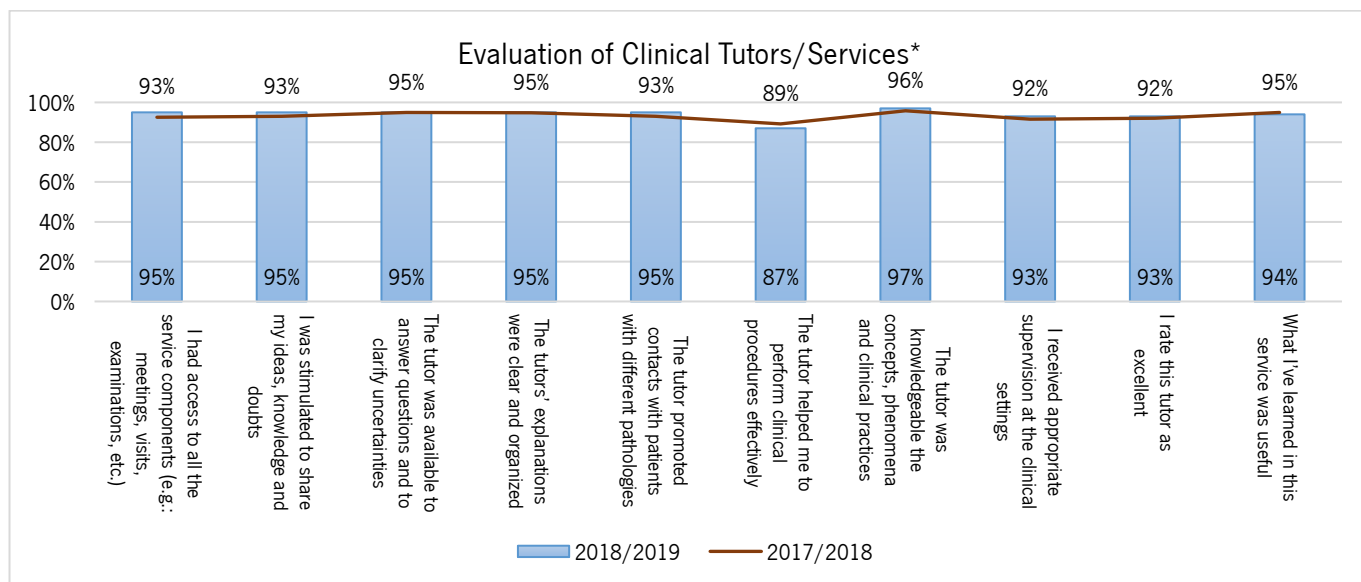
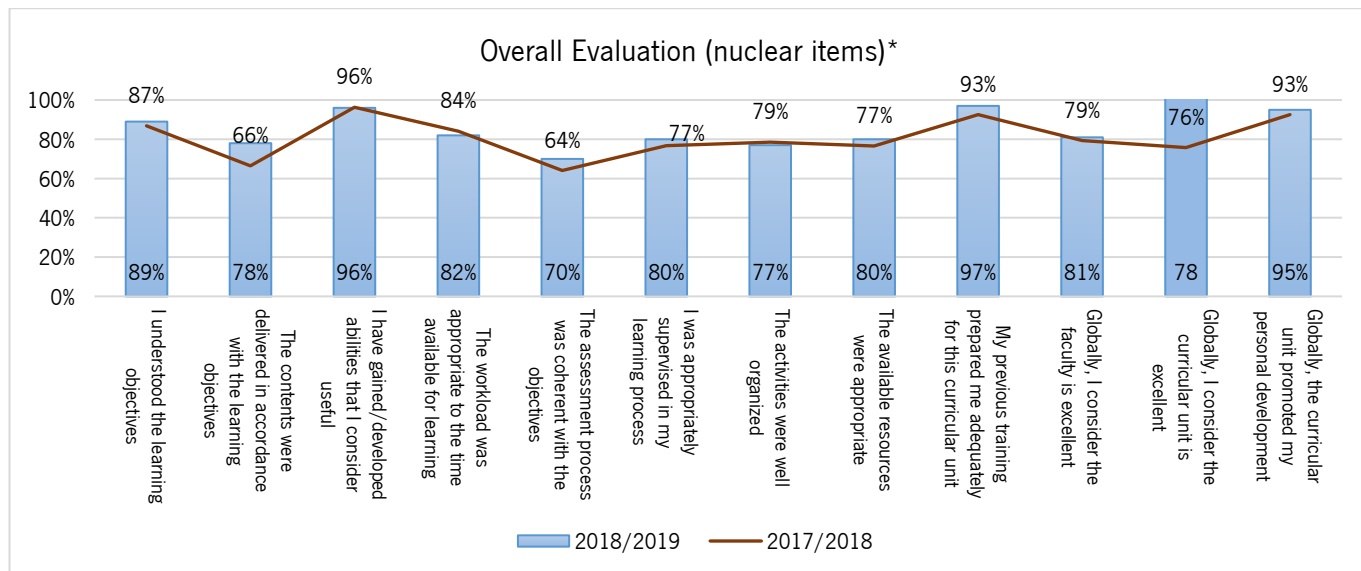


Curricular Unit: **Health Centers Residency – Final Training**



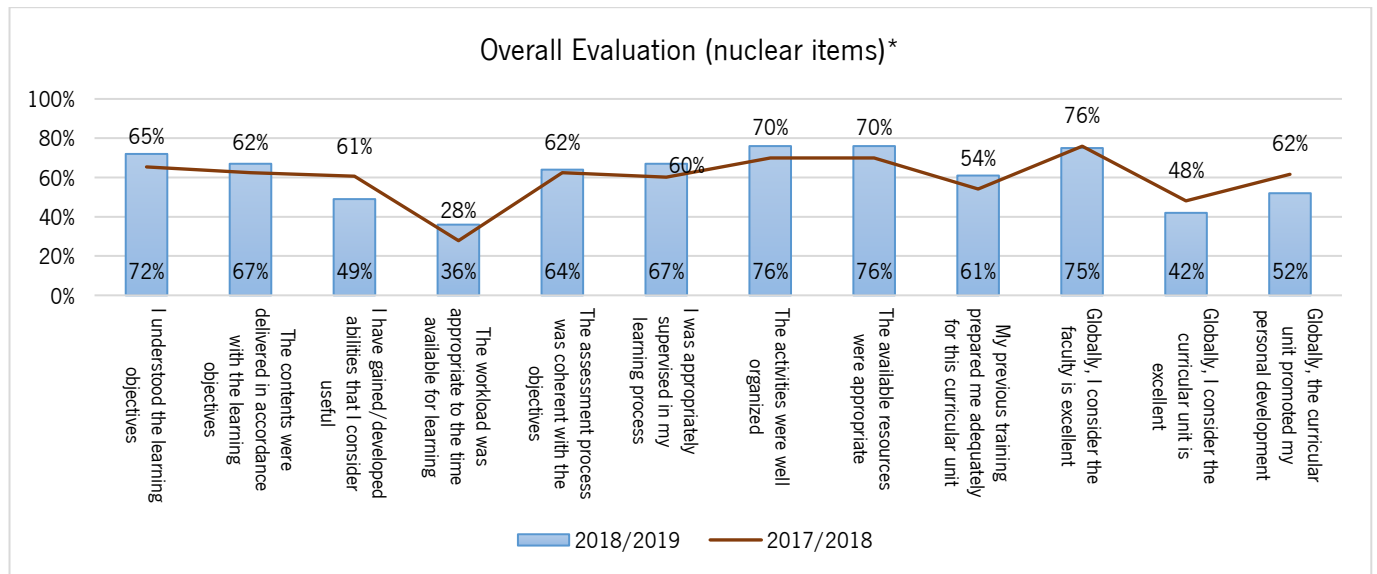
* \sum Favorable responses (Agree + strongly agree + completely agree)

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

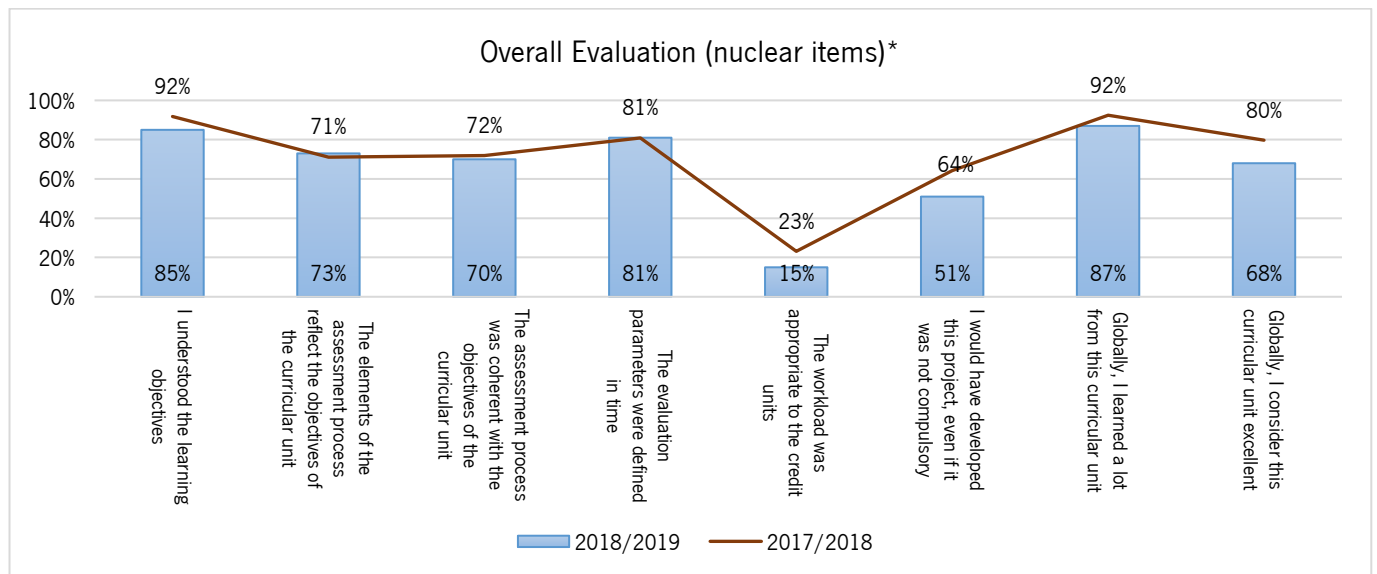


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: **From Clinical to Molecular Biology 3**



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



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

STUDENTS ADMITTED/REGISTERED 2018-2019

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 2018-2019 incoming students with students from the previous 5 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	2018/2019	Total
Original	NAP: general contingent – 1 st phase	1486	109	1595
	NAP: general contingent – 2 nd phase	21	2	23
	NAP: general contingent – 3 rd phase	4	0	4
	NAP: general contingent - complaints	2	0	2
	NAP: general contingent	1513	111	1624
	NAP: islands contingent– 1 st phase	73	4	77
	NAP: handicapped contingent– 1 st phase	18	2	20
	NAP: emigrants contingent– 1 st phase	21	3	24
	NAP: military contingent– 1 st phase	4	0	4
	NAP: other contingents: complaints	4	0	4
	NAP: Other contingents - total	120	9	129
	NAP: All contingents – 1st phase	1602	118	1720
	Total National Admission Process	1633	120	1753
	SAR: athletes	15	2	17
	SAR: diplomats	5	0	5
	SAR: Portuguese Speaking African Countries	18	4	22
	SAR: Timor	2	1	3
	SAR: Total	40	7	47
	SAP: graduates	24	0	24
	Transfers	6	0	6
Reinstatement	3	0	3	
Extraordinary Legislation	2	0	2	
Total of other processes of admission	75	7	82	
Total	1708	127	1835	
Alternative	SAP: graduate-entry students**	128	18	146
	Reinstatement	1	0	1
	Aveiro	10	0	10
	Total	139	18	157
Original & Alternative	Total	1847	145	1992

* the alternative track began in 2011-2012.

Registered students - High school entry track

1. National admission process: registered students

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

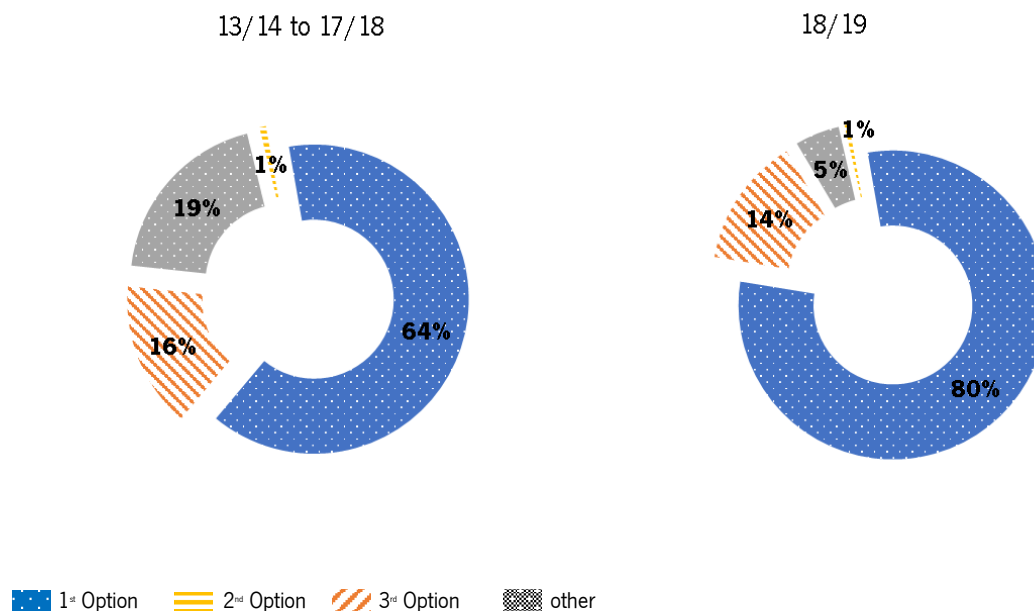


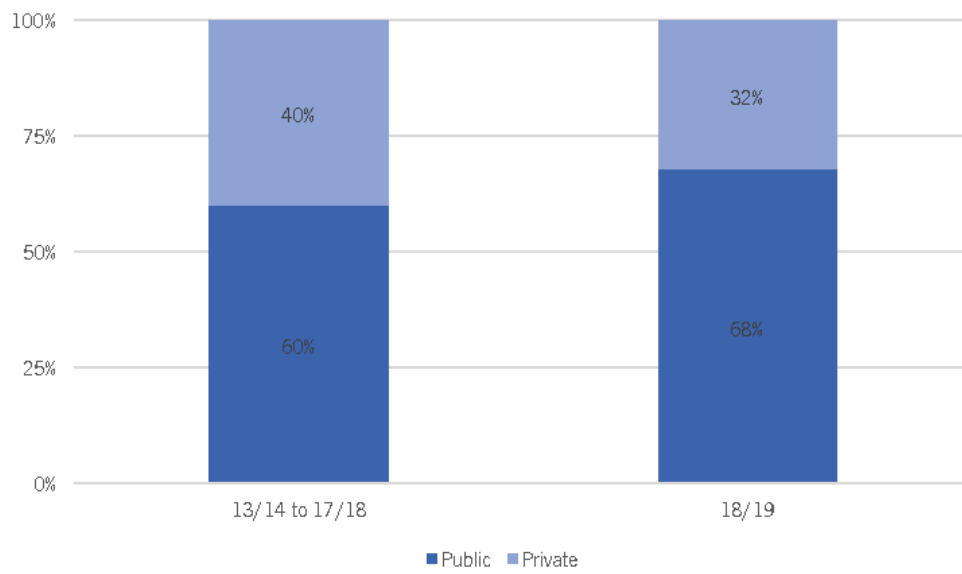
Table 2: Grade point average: general contingents

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
13/14 to 17/18	183,9	3,7	178,7	196,5	582	100%
18/19	184,2	3,6	180,5	196	109	100%
Total	184	3,7	178,7	196,5	691	100%

Table 3: Grade point average: other contingent

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
13/14 to 17/8	168,9	6,5	154,5	186,8	22	100%
18/19	171,6	6,6	159,8	179,7	9	100%
Total	169,7	6,6	154,5	186,8	31	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

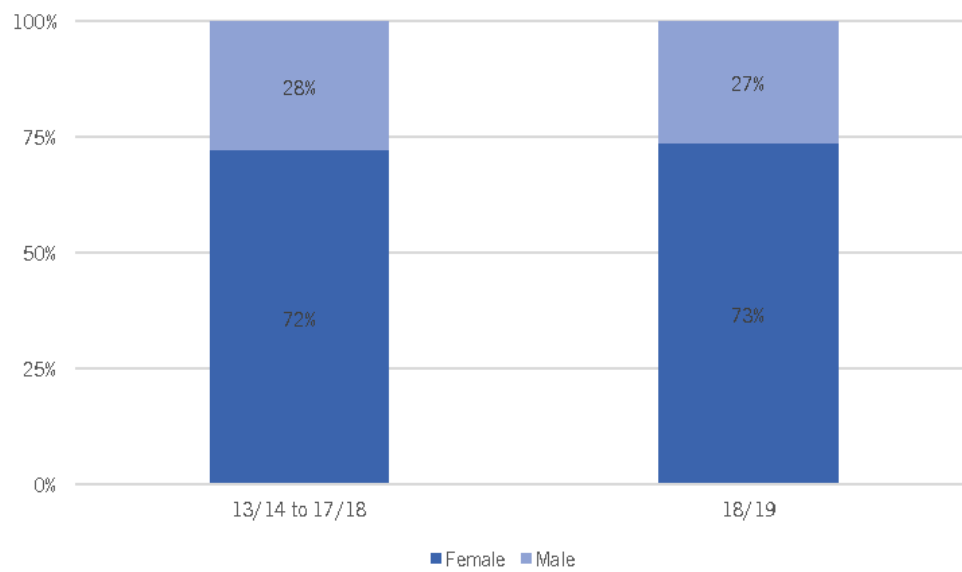


Table 4: Student age

	01/02 to 17/18						18/19					
	N	%	M	DP	Min	Max	N	%	M	DP	Min	Max
NAP	544	97%	18,3	1	17	29	119	94%	19,4	0,8	18	24
SAR	14	3%	18,3	0,8	17	20	7	6%	20	1	19	21
SAP: graduated	0	0%	0	0	0	0	0	0%	0	0	0	0
Transfers and Reinstatement	1	0%	21,1	0	21	21	0	0%	0	0	0	0
Extraordinary legislation	0	0%	0	0	0	0	0	0%	0	0	0	0
Sample (representativeness)	559	89,8%	18,3	1	17	29	126	100%	19,4	0,8	18	24

Figure 4: Student nationality

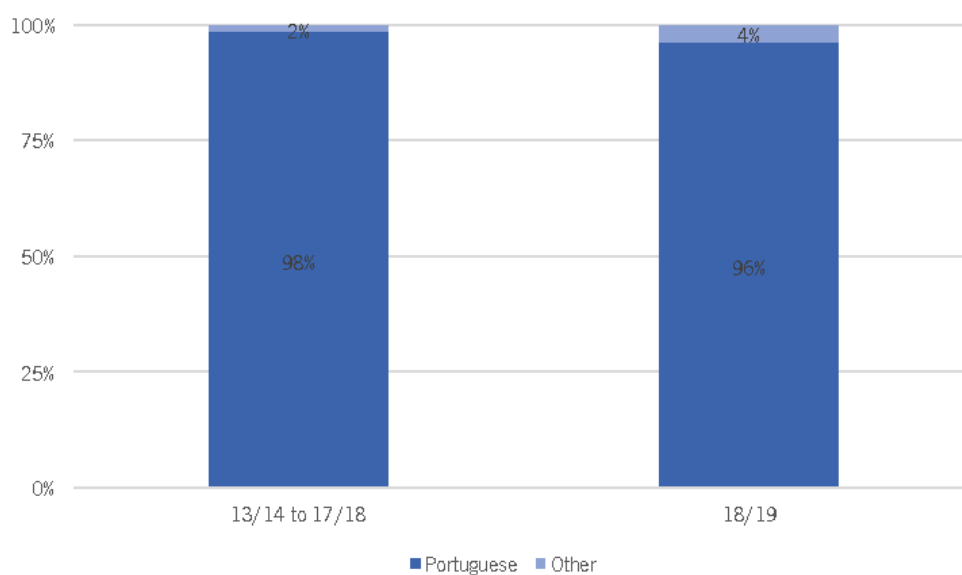


Figure 5: District of origin

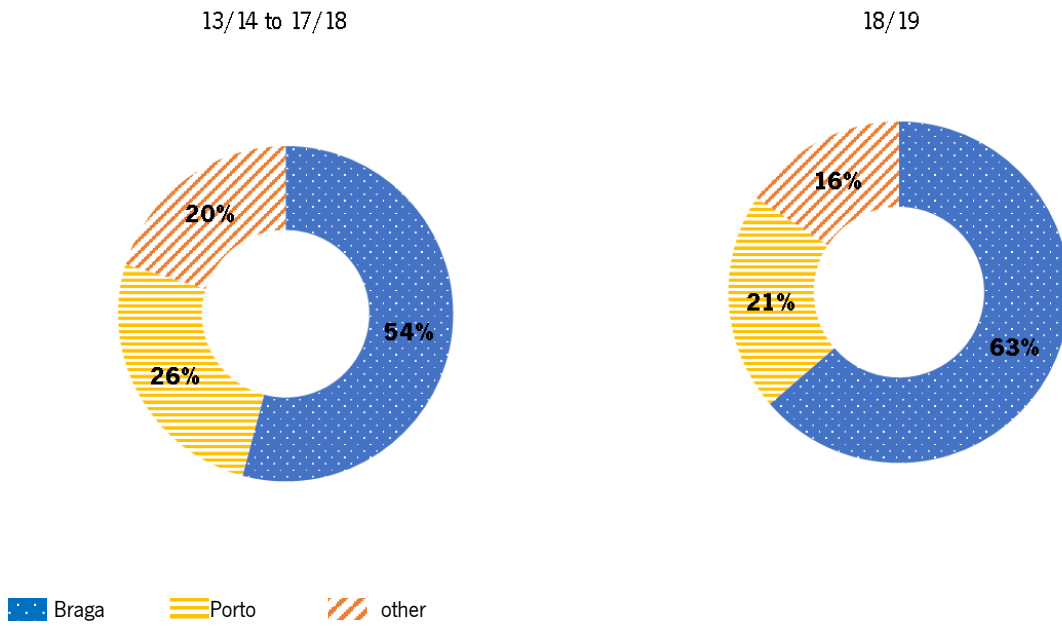


Figure 6: Student admission: moving away from the family home (study in EM-UMinho meant I had to leave the family home)

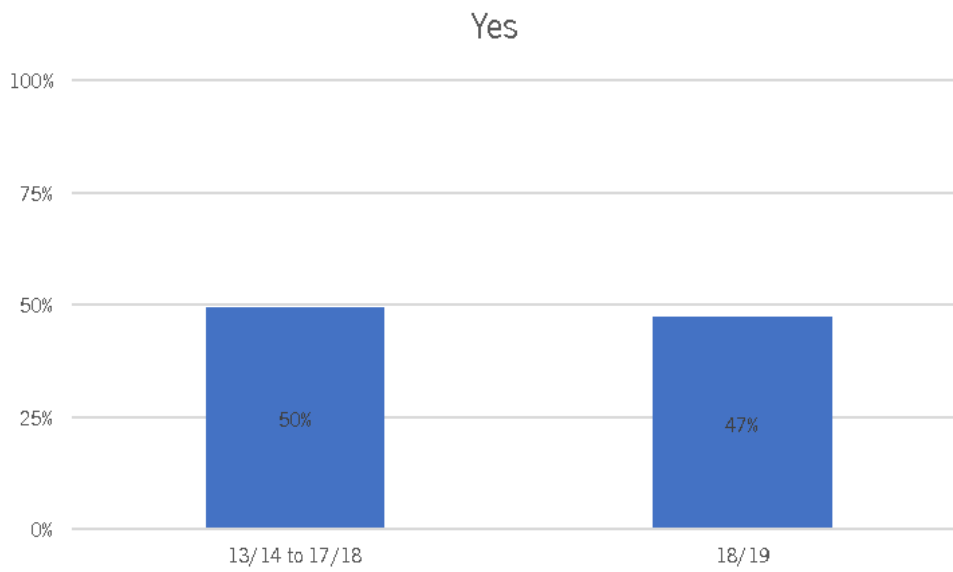


Figure 7: Student registration in higher education: 1st time

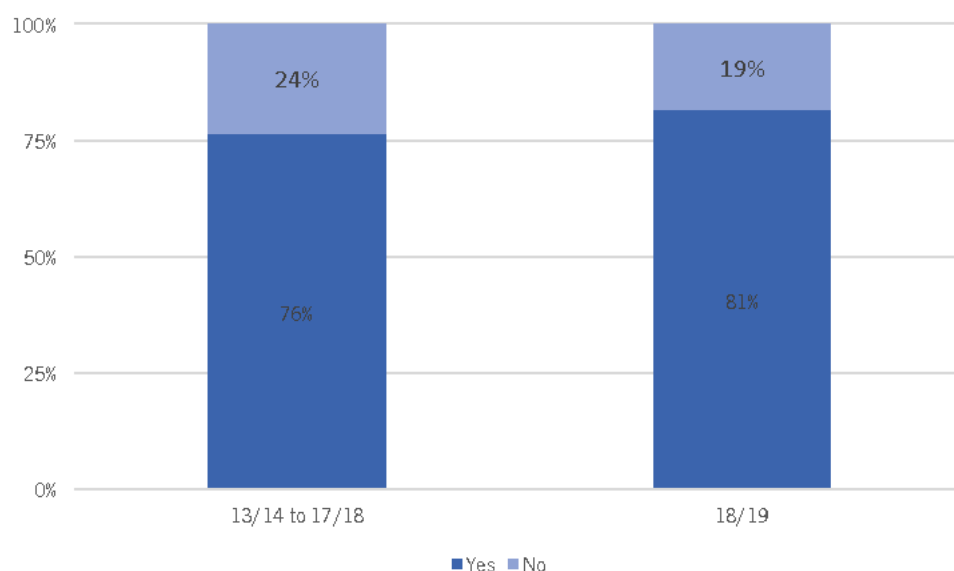


Table 5: Factors that influenced student's decision to choose EM-UMinho

Factor	1st Factor	One of the four relevant factors
Geographical proximity	31%	55%
Quality of learning/teaching process	28%	69%
Prestige of the degree	7%	47%
I liked the learning/teaching methods	6%	47%
I liked the curriculum of the degree	4%	37%
Grade point average in the previous year	3%	16%
Parents and/or relatives influence	1%	14%
Former or actual students information	3%	20%
Economic resources owned	4%	13%

Table 6: Student educational background on admission

	Academic Year of Admission					
	13/14 to 17/18		18/19		Total	
	N	%	N	%	N	%
Secondary school	584	99%	116	99	696	99%
Higher education - bachelor	2	0,3%	1	1%	3	0,4%
Higher education – “licenciatura”	4	1%	0	0%	4	1%
Postgraduate - Master	0	0%	0	0%	0	0%
Postgraduate - PhD	0	0%	0	0%	0	0%
Sample (representativeness)	590	92%	117	91%	703	93%

Figure 8: Student employment status on admission

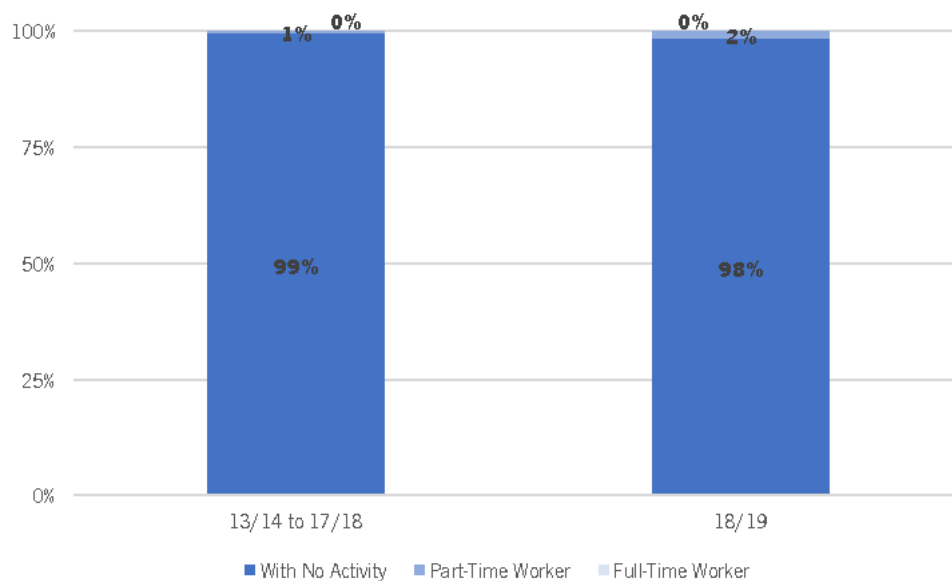


Table 7: Student parents educational background

	Father		Mother	
	N	%	N	%
1st cycle of basic education	8	7%	9	8%
2nd cycle of basic education	6	5%	2	2%
3rd cycle of basic education	16	14%	10	9%
High school	35	30%	32	28%
Higher education - bachelor	0	0%	1	1%
Higher education – “licenciatura”	39	33%	38	33%
Postgraduate - Master	10	9%	16	14%
Postgraduate - PhD	3	3%	7	6%
Sample (representativeness)	117	92%	115	91%

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	22	14%	4	6	4.4	22	14%	4	6	4.5	22	14%	14	17	15.0
2012/2013	20	13%	3	6	4.6	20	13%	3	6	4.6	20	13%	14	17	15.1
2013/2014	31	20%	3	6	4.4	31	20%	3	7	4.6	31	20%	13	18	14.9
2014/2015	18	11%	2	6	3.9	18	11%	2	6	3.8	18	11%	14	18	15.5
2015/2016	18	11%	2	6	3.8	18	11%	2	5	3.7	18	11%	14	17	15.4
2016/2017	15	9%	2	6	4,07	15	9%	2	6	4,07	15	9%	14	18	15,8
2017/2018	18	11%	3	5	4,06	18	11%	3	5	4,11	18	11%	14	17	15,6
2018/2019	16	10%	2	5	3,31	16	10%	2	5	3,53	16	10%	14	19	15,29
Sample (representativeness)	144	98%	2	6	4,03	144	98%	2	6	4,09	143	97%	14	19	15,37

Figure 9: My previous degree was my # option

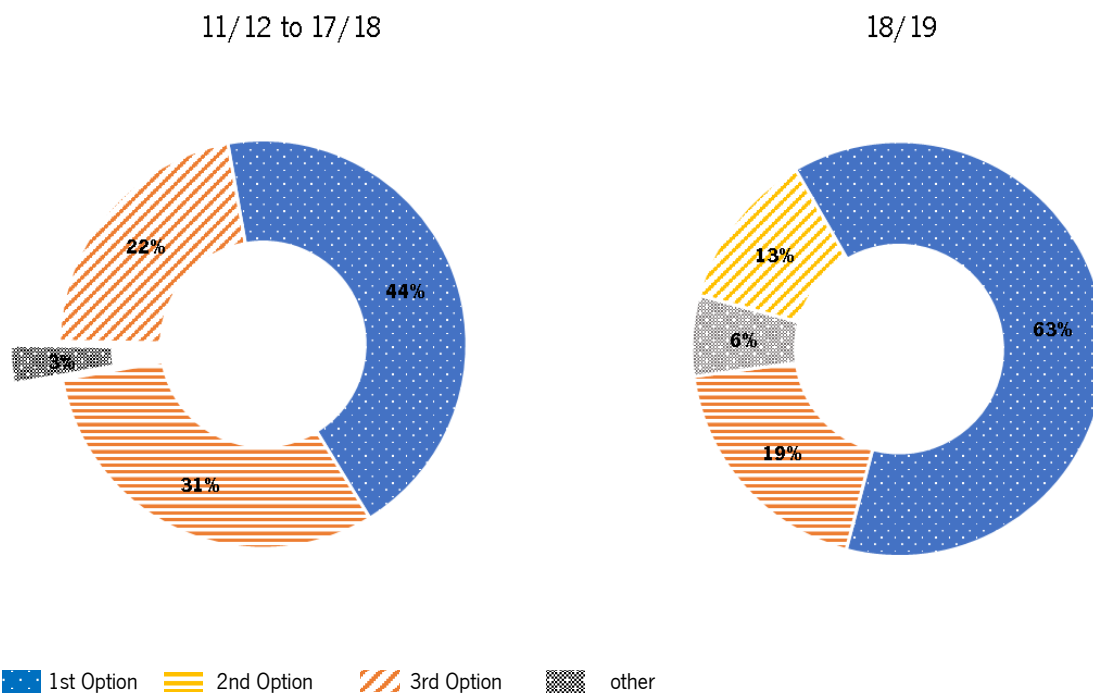


Figure 10: Medical Degree: When admitted to the previous degree, Medicine was my first option

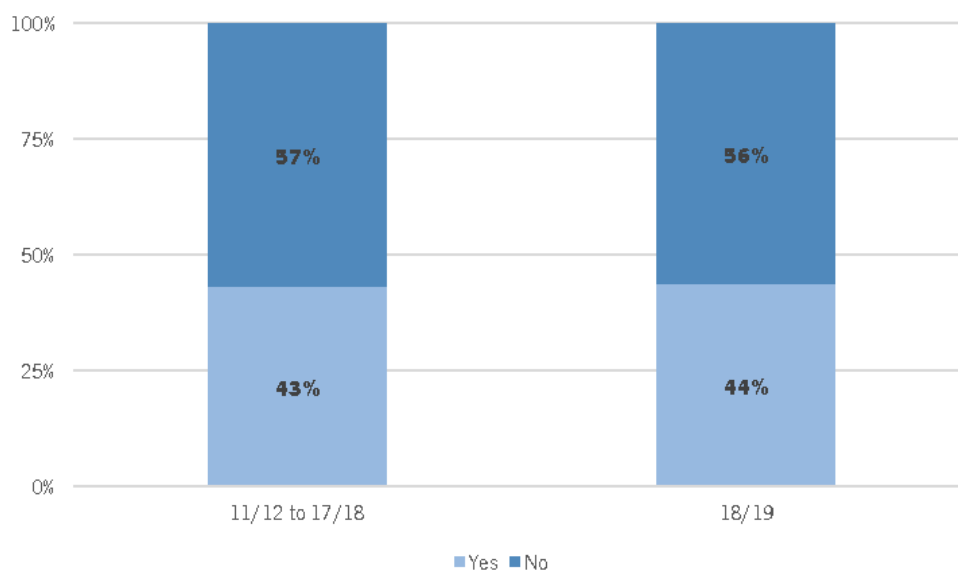


Figure 11: Student option for EM-UMinho: The EM-UMinho was my # option

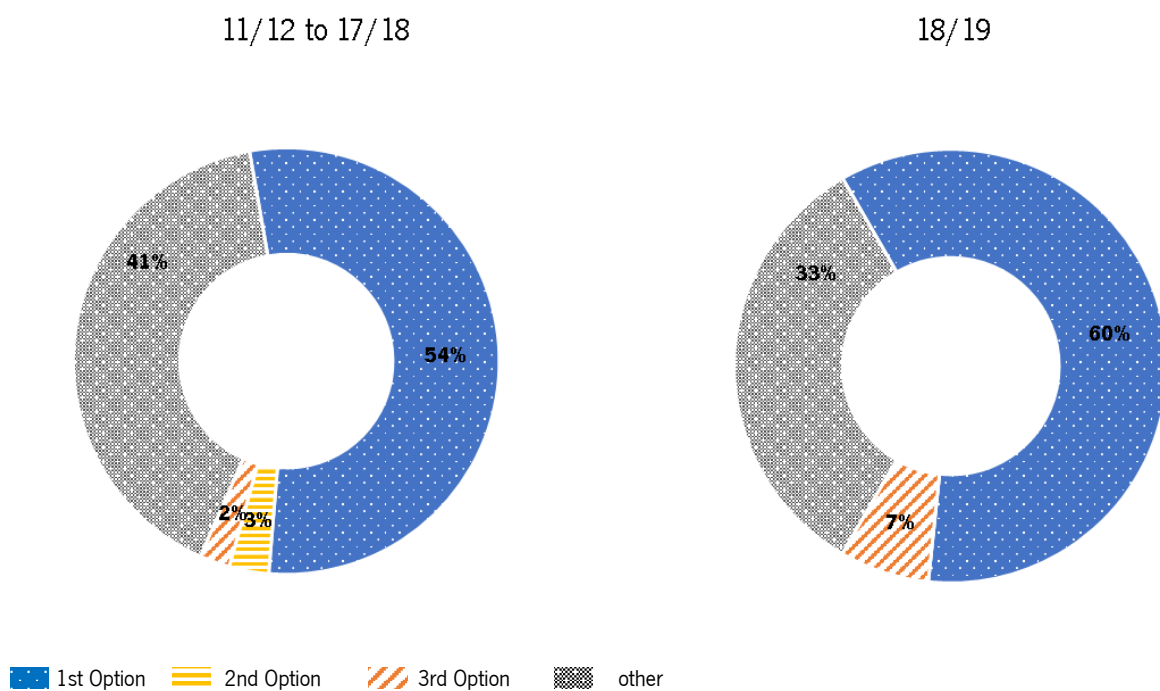


Figure 12: Present year: The student applied to other medical degrees

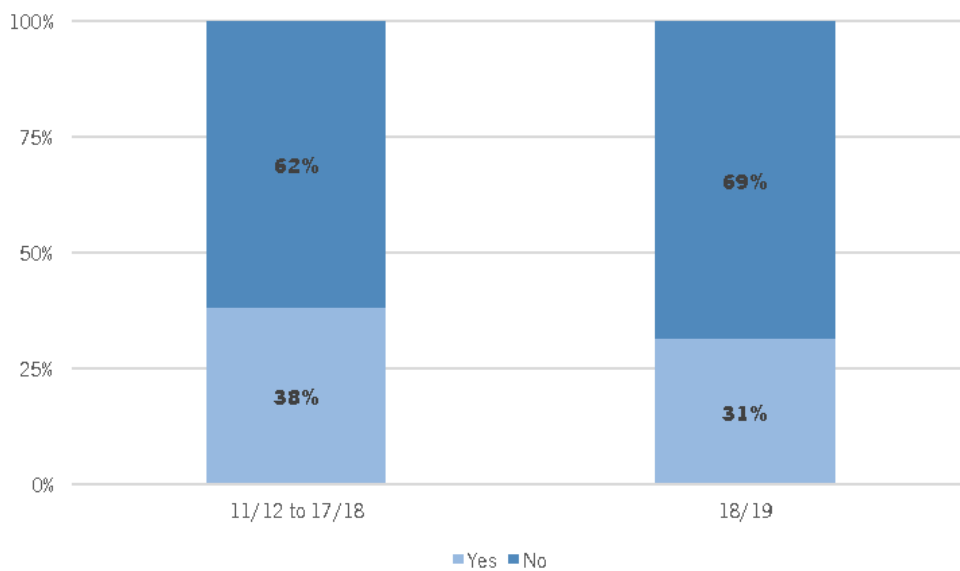


Table 9: Factors that influenced student's decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/ professional/vocational interests	6%	81%
Familiar tradition	6%	6%
Friends influence	19%	31%
Better quality of life	25%	69%
Higher employment rate	25%	81%
Personal / family experience with health and illness	6%	56%

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	31%	81%
Geographical proximity	19%	63%
Prestige of the degree	13%	50%
I liked the learning/teaching methods	19%	50%
I liked the curriculum of the degree	13%	69%
Quality of learning/teaching process	31%	81%

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

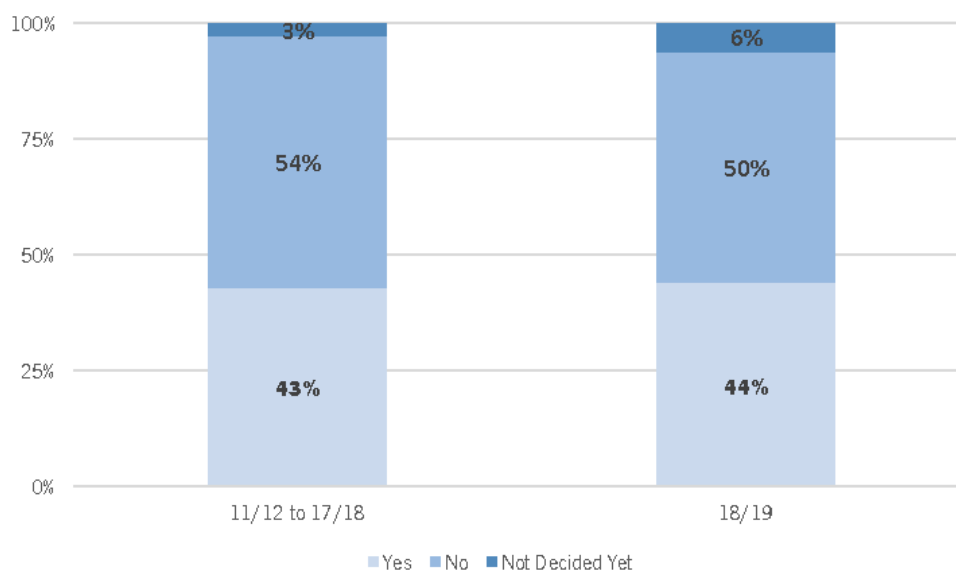


Figure 14: Student Gender

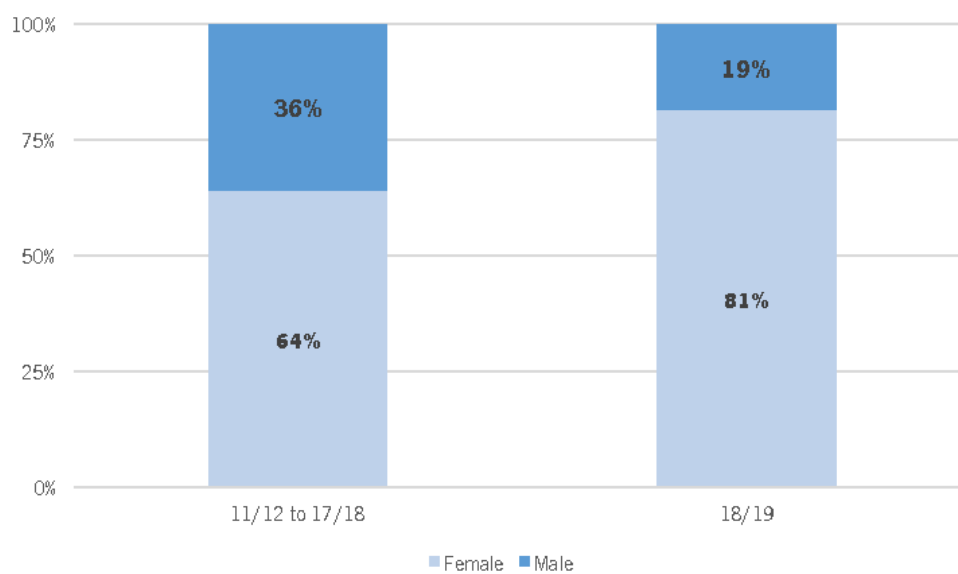


Table 11: Student's age

Academic year of Admission	N	%	M	DP	Min	Máx
2011/2012	21	16%	28,7	4,6	23	37
2012/2013	18	14%	27,82	4,2	22	35
2013/2014	16	12%	27,82	3,1	24	33
2014/2015	16	12%	28,23	4,7	22	36
2015/2016	14	11%	26,48	5,5	21	39
2016/2017	14	11%	26,99	3,1	24	34
2017/2018	18	14%	29,25	4,7	22	30
2018/2019	16	12%	27,5	4,6	21	39
Sample (representativeness)	133	90%	27,3	4,4	21	39

Figure 15: District of origin

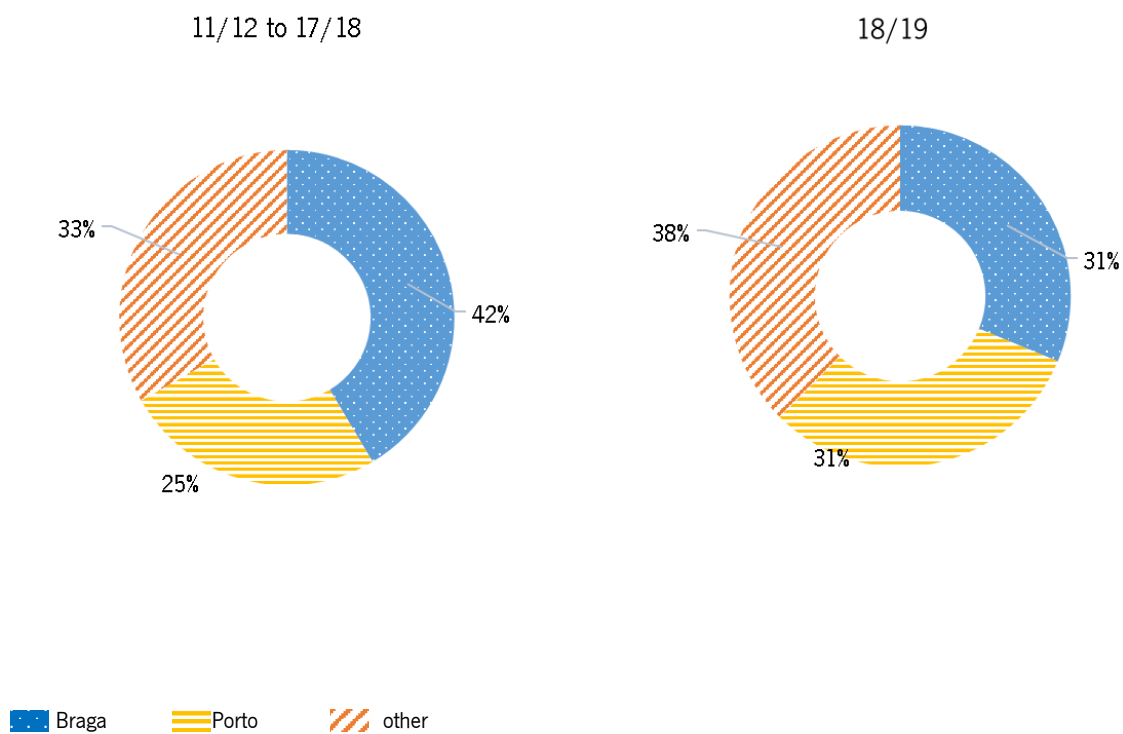


Figure 16: Type of secondary school where the student completed the 12th year

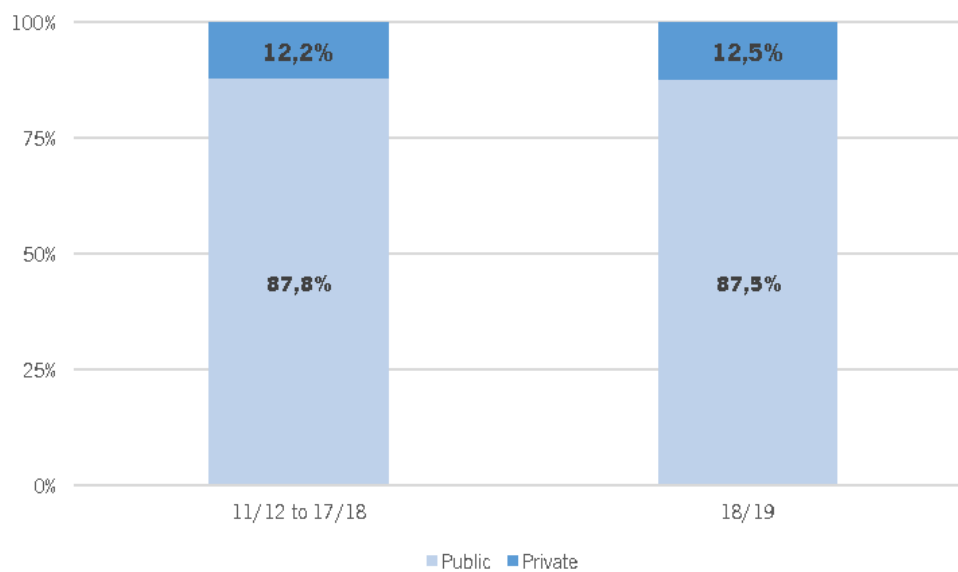


Table 12: Student's educational background on admission

Academic year of Admission				
	11/12 to 17/18		2018/2019	
	N	%	N	%
higher education – “licenciatura”	79	60%	9	56%
Postgraduate - Master	46	35%	7	44%
Postgraduate - PhD	7	5%	0	0%
Sample (representativeness)	132	100%	16	89%

Figure 17: Student's employment status on admission

