



School of Medicine

ANNUAL REPORT

2019–2020

ANNEX V – Snapshot 2020

University of Minho



University of Minho
School of Medicine

INTEGRATED MASTER IN MEDICINE

2020 – A SNAPSHOT

EVALUATION OF THE ACADEMIC YEAR 2019-2020

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 2019/2020. 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 significant progresses to standardize and improve our assessment practices, under the supervision of an assessment evaluation commission (CAVAV). We have significantly increased the amount but, most important, the quality of feedback we provide to students during classes and post-assessment. The year of 2020 was and is still being remarkable and challenging due to the COVID-19 pandemic that imposed severe limitations to social activity including medical education worldwide. The sudden lockdown forced us to change the learning and assessment strategies in a fast and effective manner testing our capacity to adapt and prevail. Moving to online teaching and remote assessment was successfully achieved by careful but fast planning, constant dialog with the faculty, staff and students and supported by periodic checks and balances. While we understand that e-learning does not provide the complete skills set that face-to-face education does we believe that we were able to achieve adequate levels of competency of students under the extreme circumstances that were imposed. Additionally, the development of novel electronic tools paved the way to the ambitious enterprise we were aiming to build.

As we celebrate our 20th admission cohort, we are embarking on a major curriculum change. We aspire to prepare the doctors of tomorrow's healthcare system, 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 tailored, 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	8
2.2 STUDENTS EVALUATIONS OF CURRICULAR UNITS, TEACHERS AND TUTORS/SERVICES.....	8
APPENDIX.....	9
INFORMATION REFERRED IN THE MAIN DOCUMENT	11
STUDENT EVALUATIONS (SE).....	12
STUDENT EVALUATIONS: RETROSPECTIVE AVERAGE RESPONSE RATES BY CURRICULAR YEAR	13
1 ST YEAR	14
2 ND YEAR.....	22
3 TH YEAR	28
4 TH YEAR	36
5 TH YEAR	43
6 TH YEAR	51
STUDENTS ADMITTED/REGISTERED 2018-2019.....	57
PURPOSE	58
REFERENCE SAMPLE: REGISTERED STUDENTS	59
REGISTERED STUDENTS - HIGH SCHOOL ENTRY TRACK.....	60
REGISTERED STUDENTS - GRADUATE ENTRY TRACK.....	66

FIGURES AND TABLES

High school entry

TABLE 1: POPULATION TOTALS USED IN REPRESENTATIVENESS CALCULATIONS ACROSS THE DOCUMENT	59
FIGURE 1: STUDENT OPTION FOR EM-UMINHO: ALL NAP CONTINGENTS (THE EM-UMINHO WAS MY # OPTION).	60
TABLE 2: GRADE POINT AVERAGE: GENERAL CONTINGENTS	60
TABLE 3: GRADE POINT AVERAGE: OTHER CONTINGENT	60
FIGURE 2: TYPE OF SECONDARY SCHOOL ATTENDED IN THE 12TH GRADE: ALL CONTINGENTS	61
FIGURE 3: STUDENT GENDER	61
TABLE 4: STUDENT AGE	62
FIGURE 4: STUDENT NATIONALITY	62
FIGURE 5: DISTRICT OF ORIGIN	62
FIGURE 6: STUDENT ADMISSION: MOVING AWAY FROM THE FAMILY HOME (STUDY IN EM-UMINHO MEANT I HAD TO LEAVE THE FAMILY HOME)	63
FIGURE 7: STUDENT REGISTRATION IN HIGHER EDUCATION: 1ST TIME	63
TABLE 5: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE EM-UMINHO	63
TABLE 6: STUDENT EDUCATIONAL BACKGROUND ON ADMISSION	64
FIGURE 8: STUDENT EMPLOYMENT STATUS ON ADMISSION	64
TABLE 7: STUDENT PARENTS EDUCATIONAL BACKGROUND	65

Graduate entry

TABLE 8: INFORMATION ABOUT PREVIOUS DEGREES	66
FIGURE 9: MY PREVIOUS DEGREE WAS MY # OPTION	66
FIGURE 10: MEDICAL DEGREE: WHEN ADMITTED TO THE PREVIOUS DEGREE, MEDICINE WAS MY FIRST OPTION	67
FIGURE 11: STUDENT OPTION FOR EM-UMINHO: THE EM-UMINHO WAS MY # OPTION	67
FIGURE 12: PRESENT YEAR: THE STUDENT APPLIED TO OTHER MEDICAL DEGREES	68
TABLE 9: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE THE MEDICAL DEGREE	68
TABLE 10: FACTORS THAT INFLUENCED STUDENT'S DECISION TO CHOOSE EM-UMINHO	68
FIGURE 13: STUDENT ADMISSION: MOVING AWAY FROM THE FAMILY HOME (STUDY IN EM-UMINHO MEANT I HAD TO LEAVE THE FAMILY HOME)	69
FIGURE 14: STUDENT GENDER	69
TABLE 11: STUDENT'S AGE	69
FIGURE 15: DISTRICT OF ORIGIN	70
FIGURE 16: TYPE OF SECONDARY SCHOOL WHERE THE STUDENT COMPLETED THE 12TH YEAR: ALL CONTINGENTS	70
TABLE 12: STUDENT'S EDUCATIONAL BACKGROUND ON ADMISSION	71
FIGURE 17: STUDENT'S EMPLOYMENT STATUS ON ADMISSION	71

1.ADMISSIONS

In 2019/2020, the overall results were similar to previous years, with 989 applicants, approximately 8 applicants/available place¹. There were 120 students admitted through the National Admissions Process in the 1st phase (contingents: general n=114 and islands/immigrants/with disabilities n=6), of which 82% had the University of Minho as top preference (81% in the previous year). Admissions grade point averages (GPAs) showed no significant differences from the previous years, varying from 162.3 (other contingents) to 195.7 (general contingent) in a scale 0-200. The lowest admission grade for the general contingent (M 186.4; SD 3.6) was 182.2. The new students were predominantly women (71%) aged between 17 to 21 (mean 18.2; SD 0.69) years old. Sixty nine percent of the students studied in public high schools. The factors that most influenced students to choose the EM-UMinho were the quality of learning/teaching process (73%), friends influence (60%) and geographical proximity (59%). Twenty five percent students originate from districts in the country other than Braga (61%) and Porto (14%). Nevertheless, 46% of the students left their family homes. More detailed information can be found in the appendix.

Regarding the alternative track, there were 174 applicants to the academic year 2019/2020, (9,6 applicants/available place). The UMinho was top preference for most of the 18 new graduate entry students (63%). Fifty three percent of students held a master degree and the scientific areas previous academic training are biology, biochemistry and biomedical (65%), clinical analysis, pathology anatomy and physiotherapy (12%), nursing (6%), pharmaceutical sciences and nutrition (12%) and Veterinary Medicine and Dental Medicine (6%). They were mostly women (71%) aged from 22 to 36 years old (mean 26.5; SD 4.3). The factors that most influenced the choice of EM-UMinho were: prestige of the degree (65%), quality of learning/teaching process (47%), the geographical proximity (35%) and the curriculum of the degree (53%). The majority of students originated from the district of Braga 31%. For 59% of students, entering the EM-UMinho medical degree implied moving away from home.

2.TEACHING AND LEARNING

¹ Source: DGES: (accessed 07 july, 2020)

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 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 (15% in 2019-2020 and 14% in 2018-2019). We highlighted the failure rates in "Foundations of Medicine" that decrease from 26% to 17%.

With respect to students in the alternative track, two students did not attend to "Introduction to Clinical Medicine", the others successfully completed 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 2020-2021, 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 53% with a standard deviation of 19%. The highest differences in the response rates compared to last year were observed in the 4th (dropped 25%).

Curricular Units were generally highly appreciated. There were 30 curricular units (83%) 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 (83% 2019-2020 and 79% 2018/2019). Curricular Units that lost 10 or more percentile points relatively to the previous academic year were: Training in Health Center, Option Residency and Molecules and Cells.

Foundations of Medicine, Vertical Domains 4 and 5, Health Centers Residency 1, Option Project 3, Surgery Residency, Medicine 2 Residency, Health Centers Residency 2 and Hospital Residency – Final Training 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).

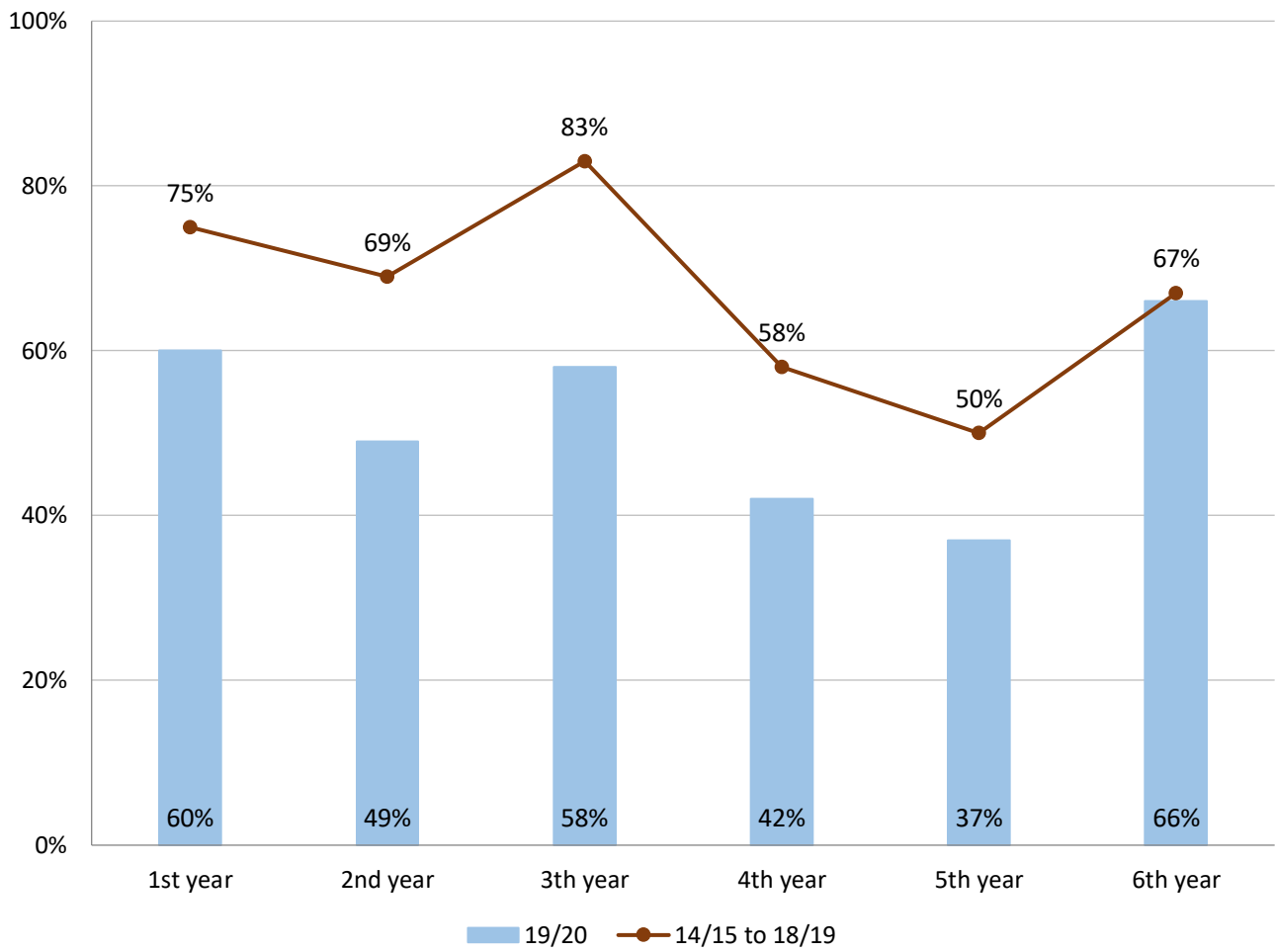
In addition, the appendix includes descriptive elements about the socio-demography of this year's entering class and a comparison with previous cohorts. The information is gathered through surveys that students respond to voluntarily during their first week in the medical school. Informed consent is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

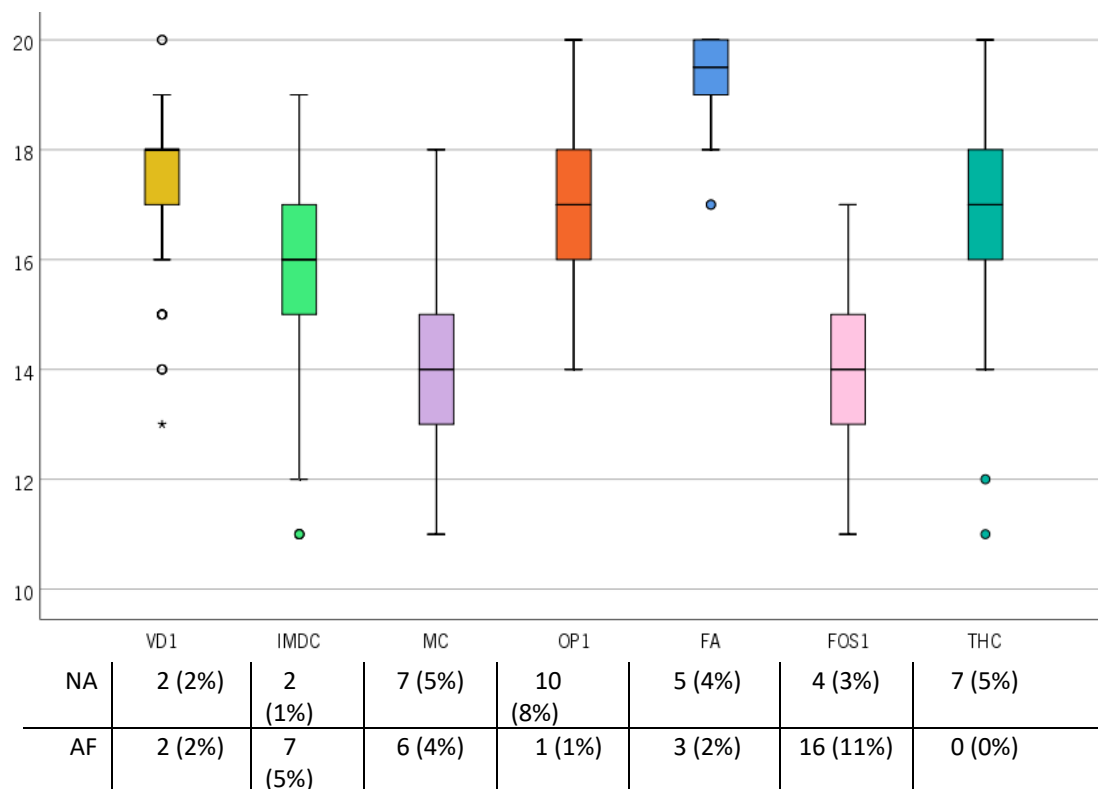
Student evaluations: retrospective average response rates by curricular year



1st year

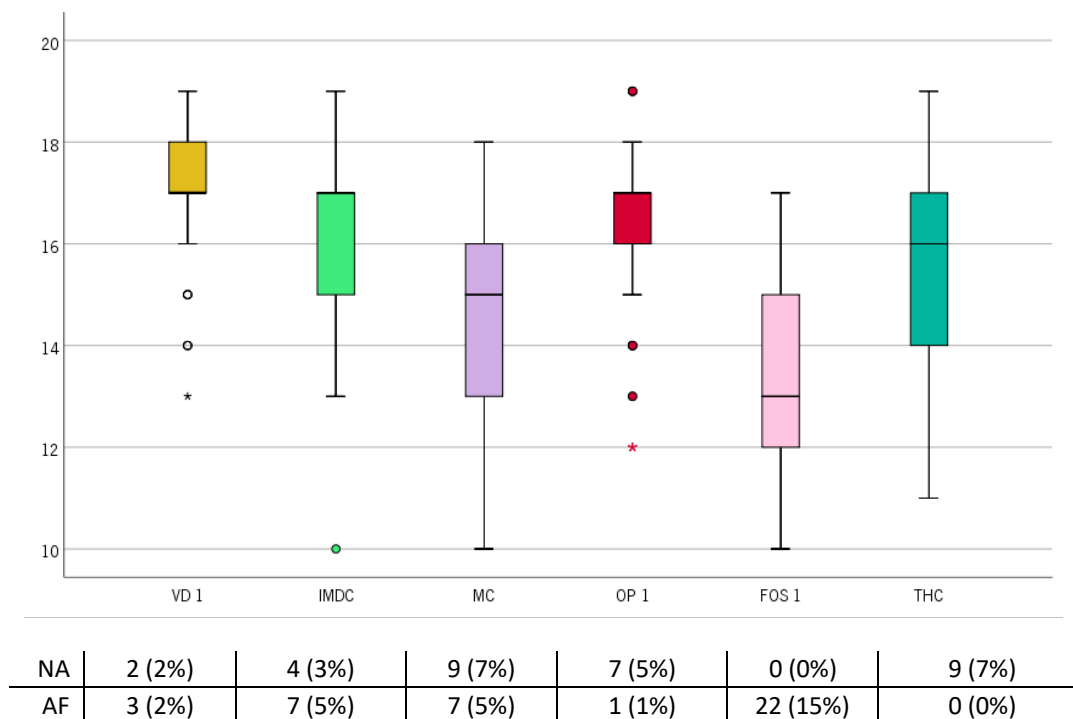
Distribution of Student Scores (*)

2018-2019



2019-

2020

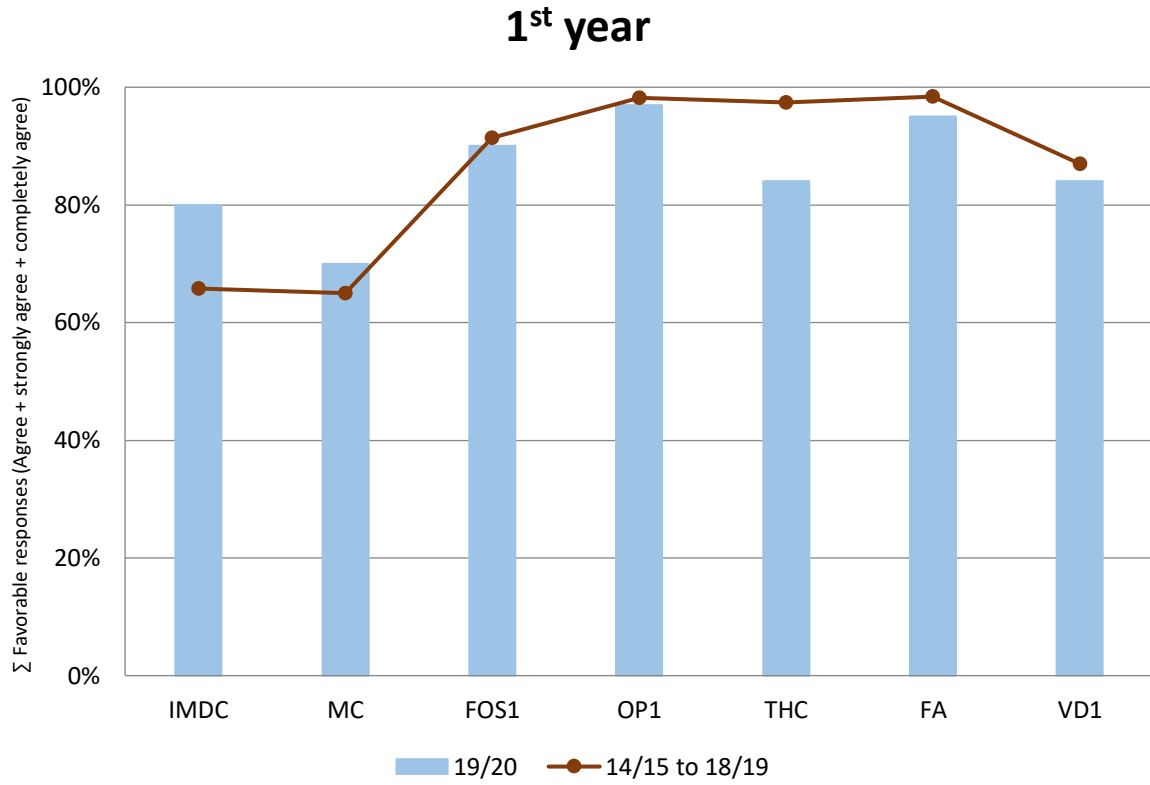


Legend

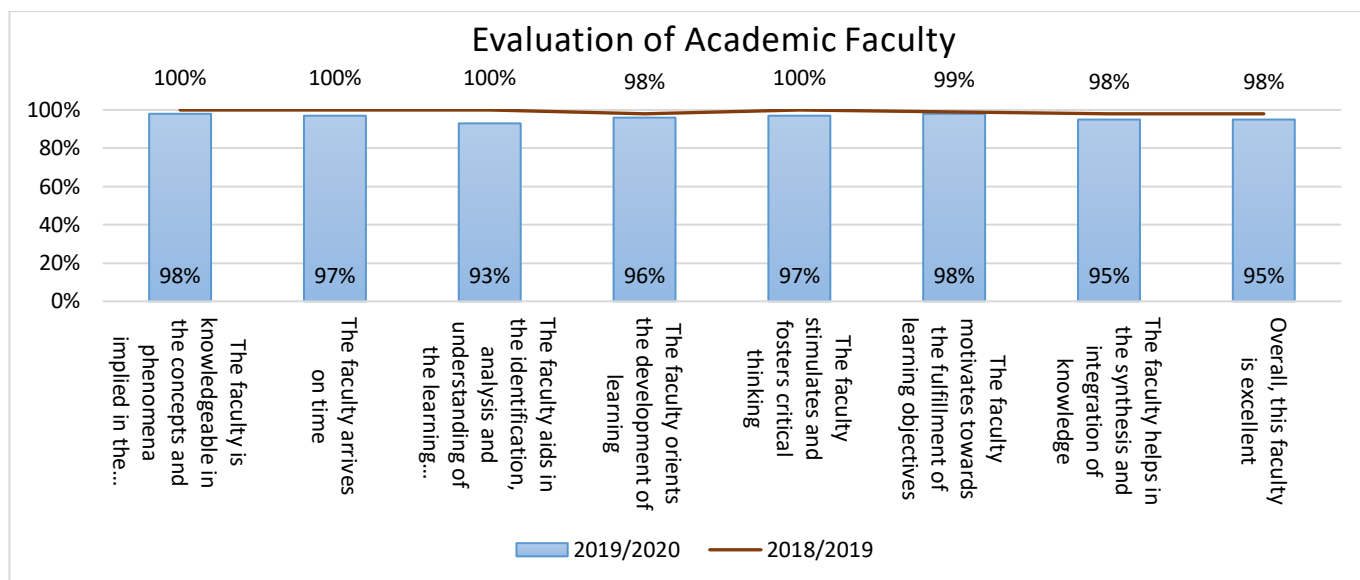
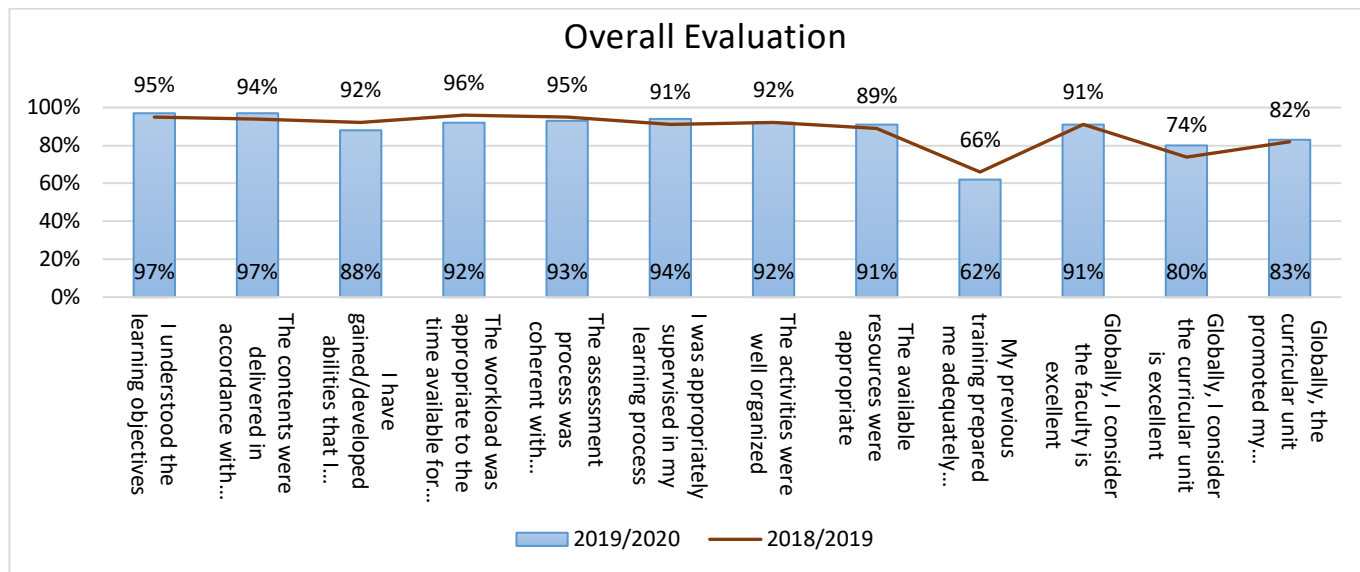
IMDC – Introduction to the Medical Degree Course
 MC – Molecules and Cells
 FOS1 – Functional and Organic Systems 1
 THC – Training in a Health Centre

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”

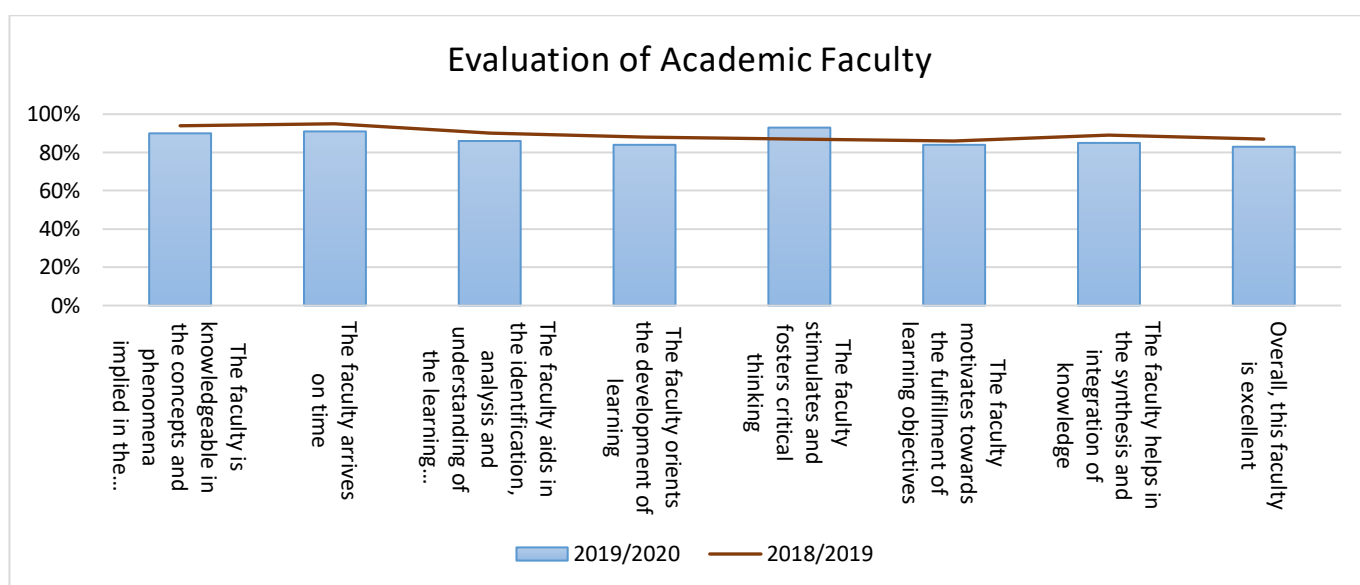
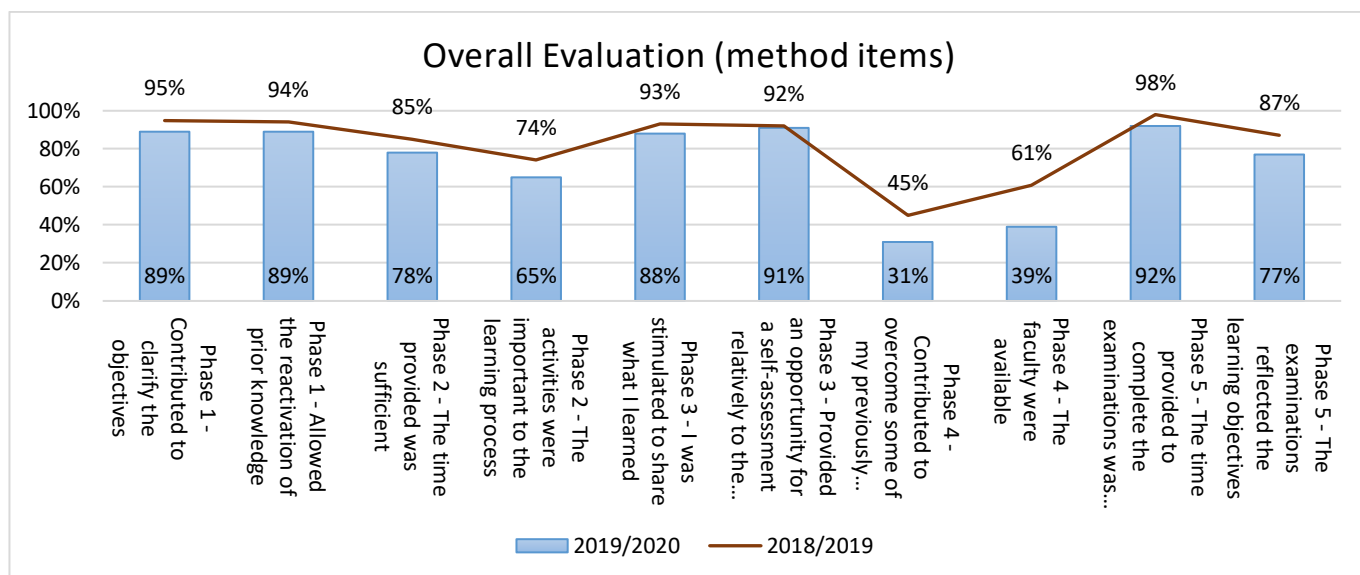
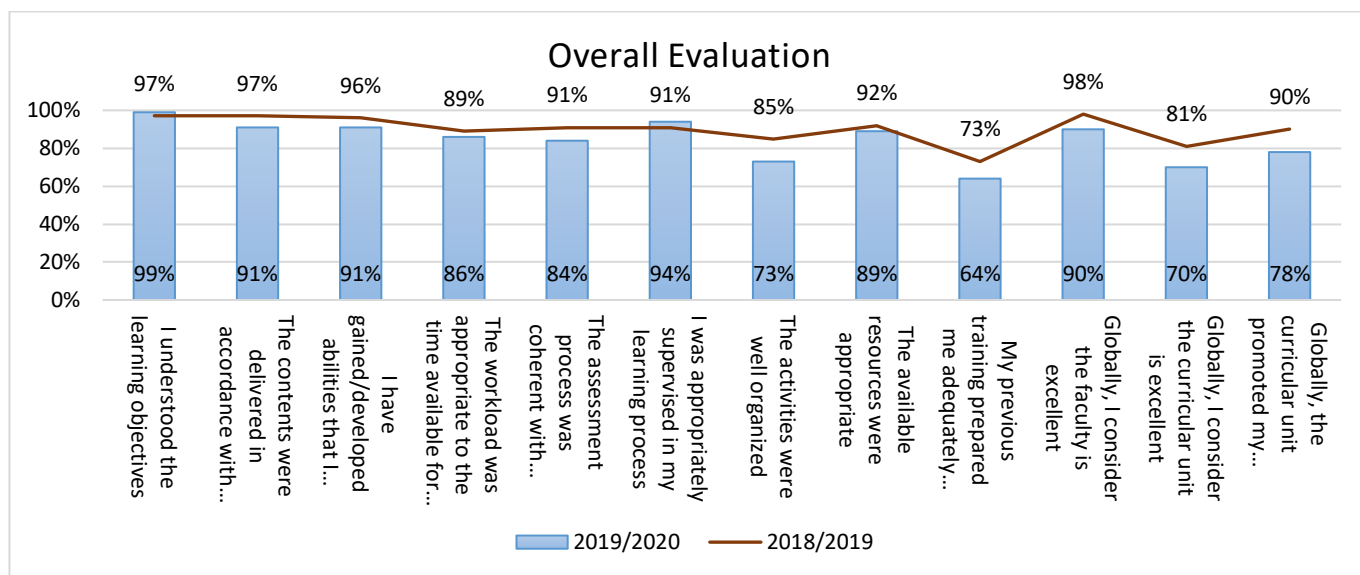


Curricular Unit: Introduction to the Medical Degree Course



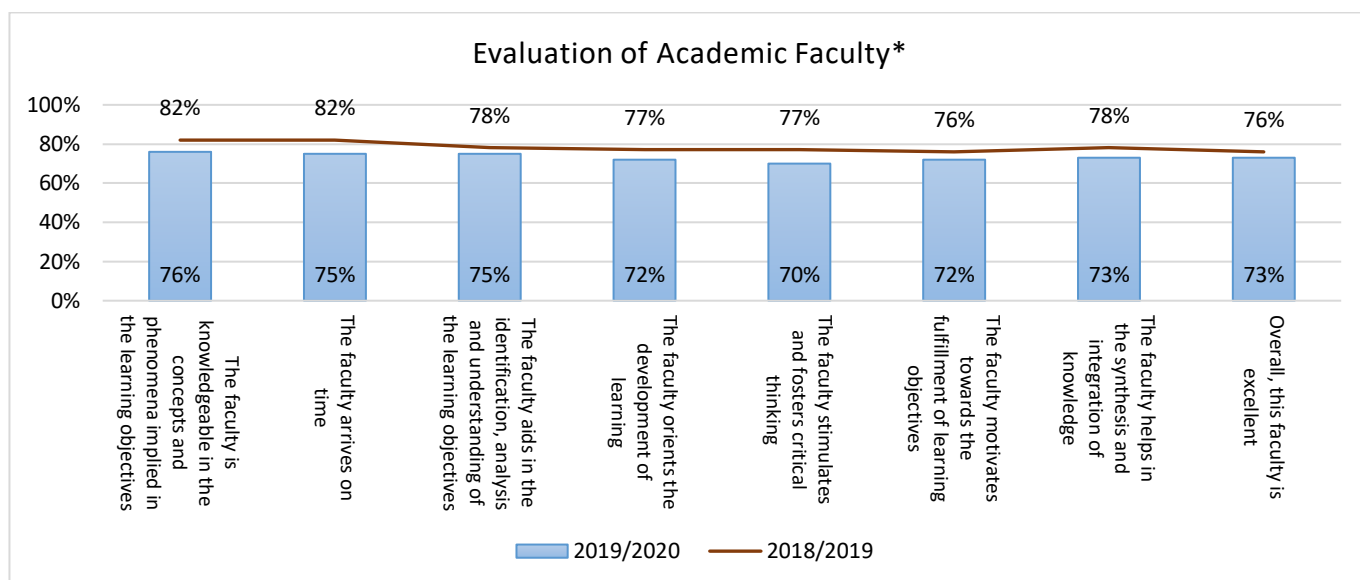
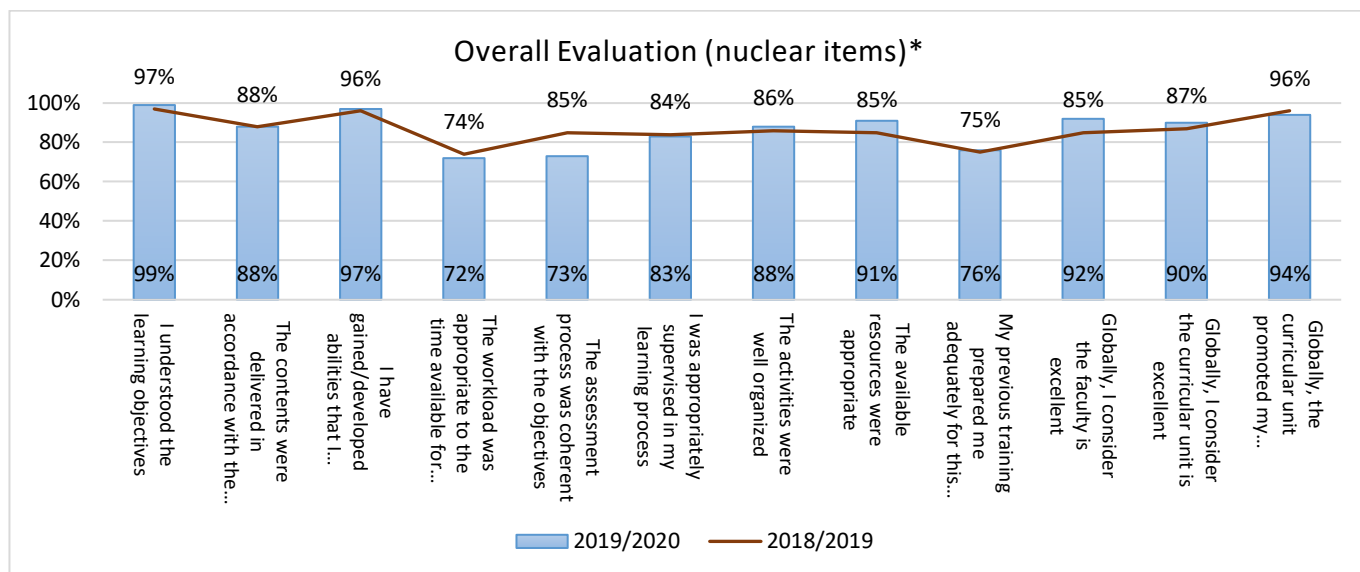
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Molecules and Cells



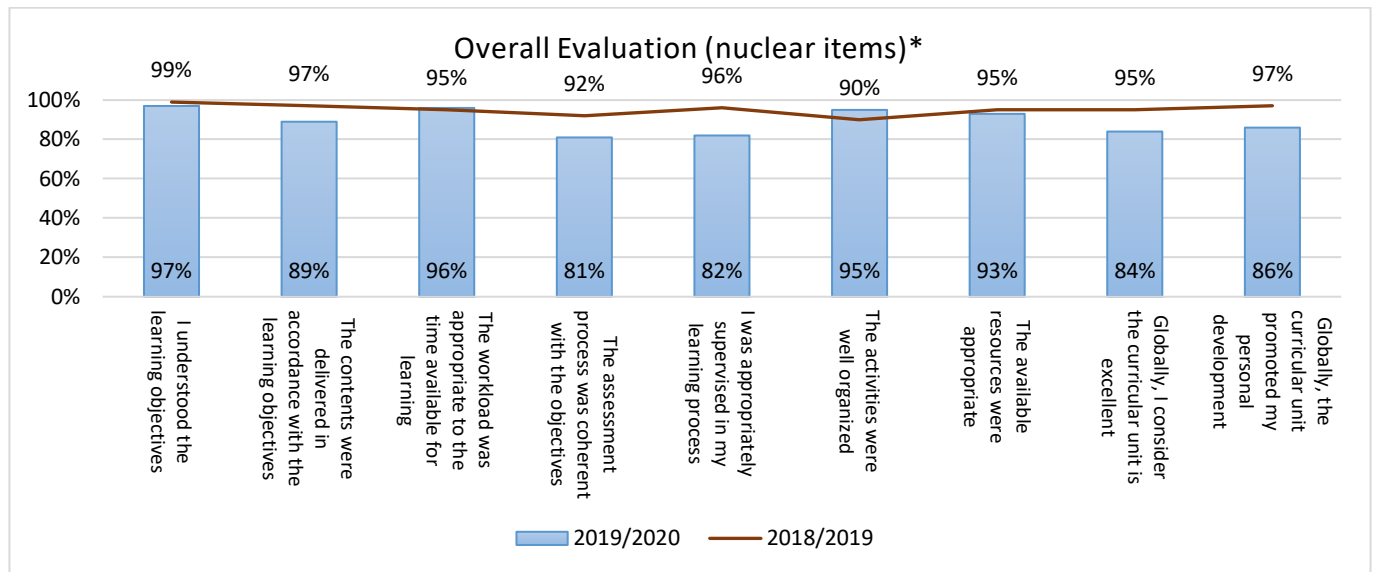
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Functional and Organic Systems 1

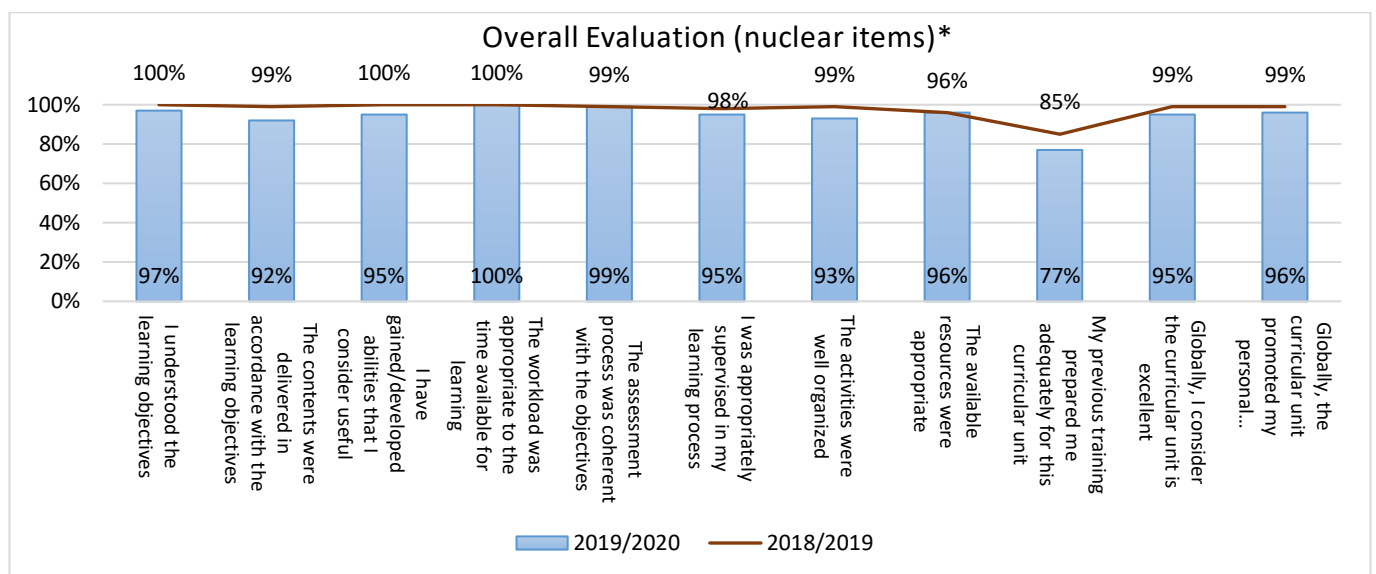


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Training in a Health Centre

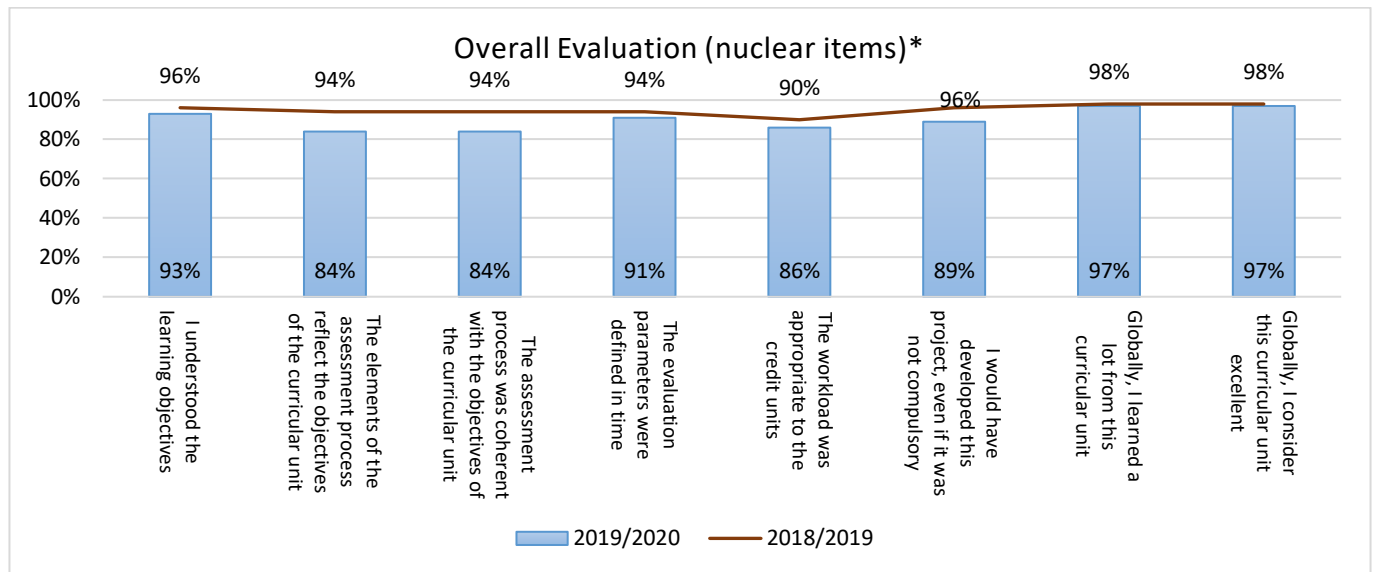


Curricular Unit: First Aid

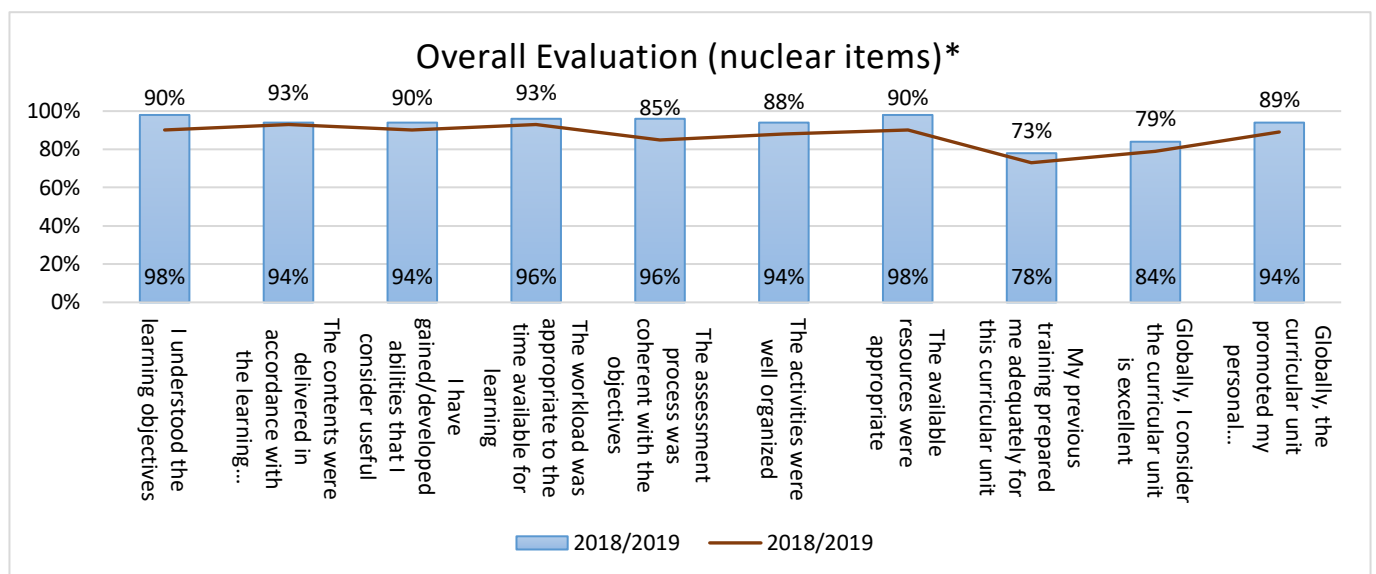


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Option Project 1



Curricular Unit: Vertical Domains 1

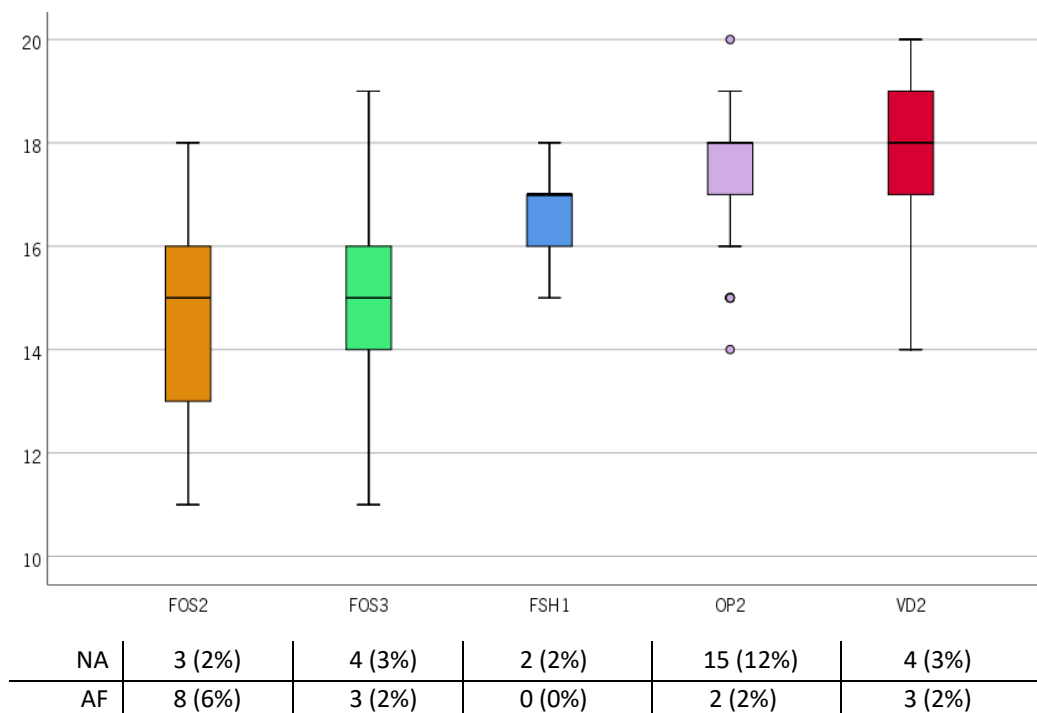


* Σ Favorable responses (Agree + strongly agree + completely agree)

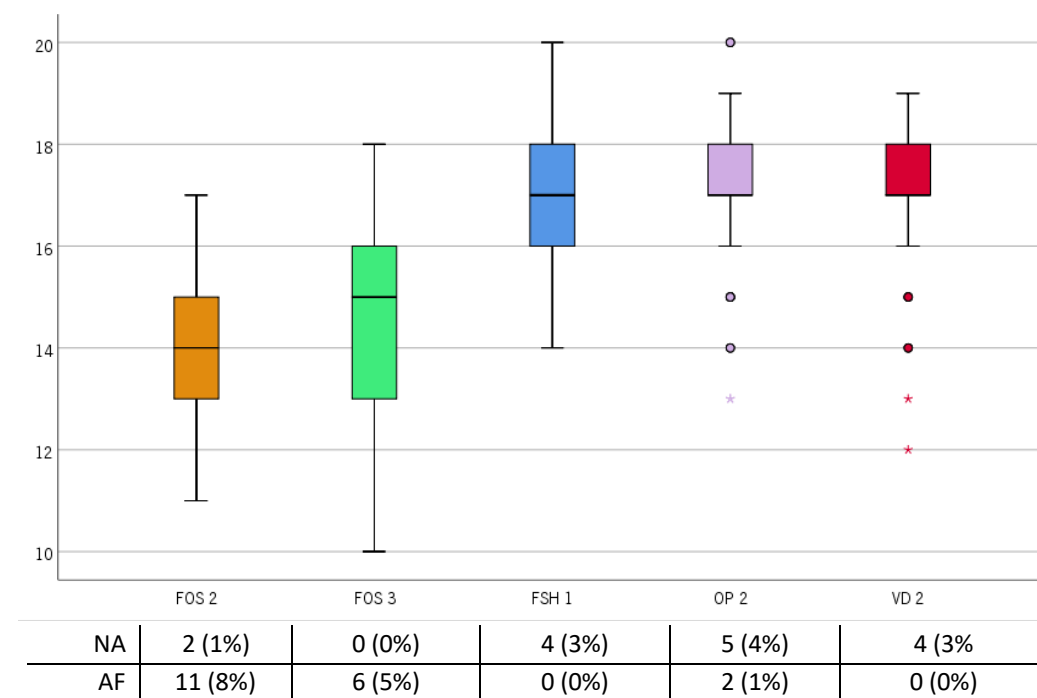
2nd year

Distribution of Student Scores (*)

2018-2019



2019-2020



Legend

FOS 2 – Functional and Organic Systems 2

FOS 3 – Functional and Organic Systems 3

FSH 1 – Family, Society and Health 1

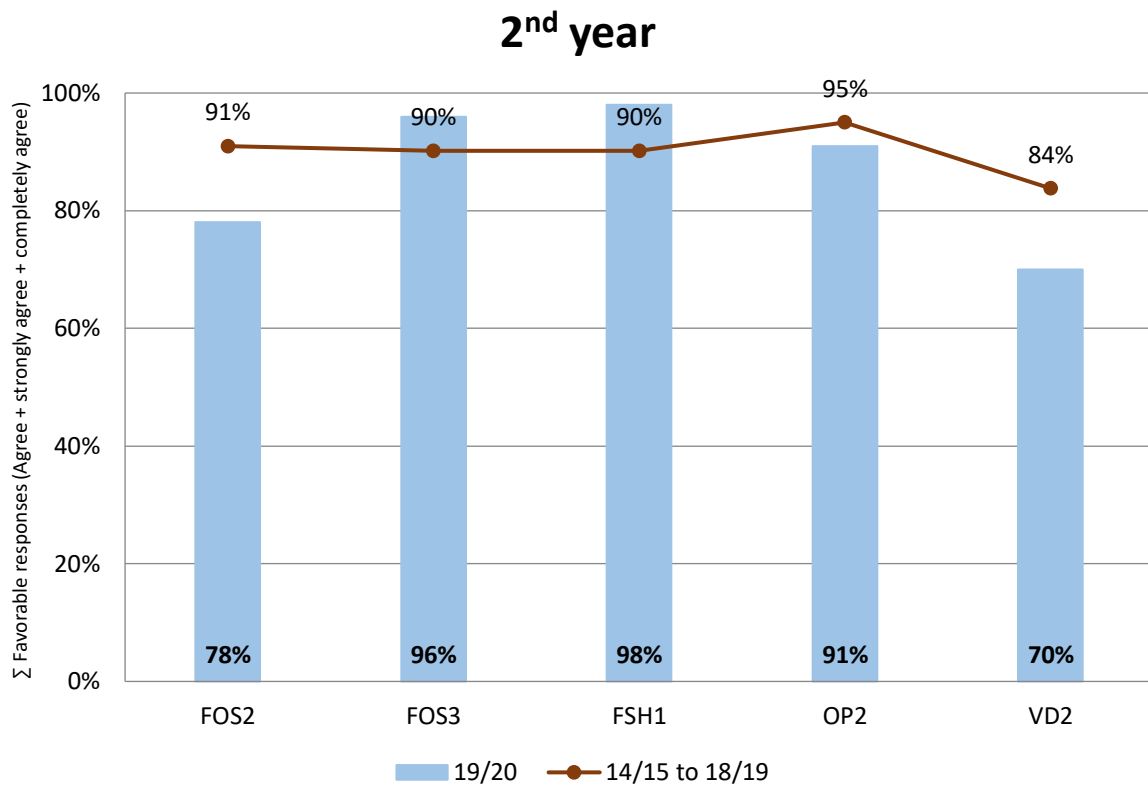
OP 2 – Option Project 2

VD 2 – Vertical Domains 2

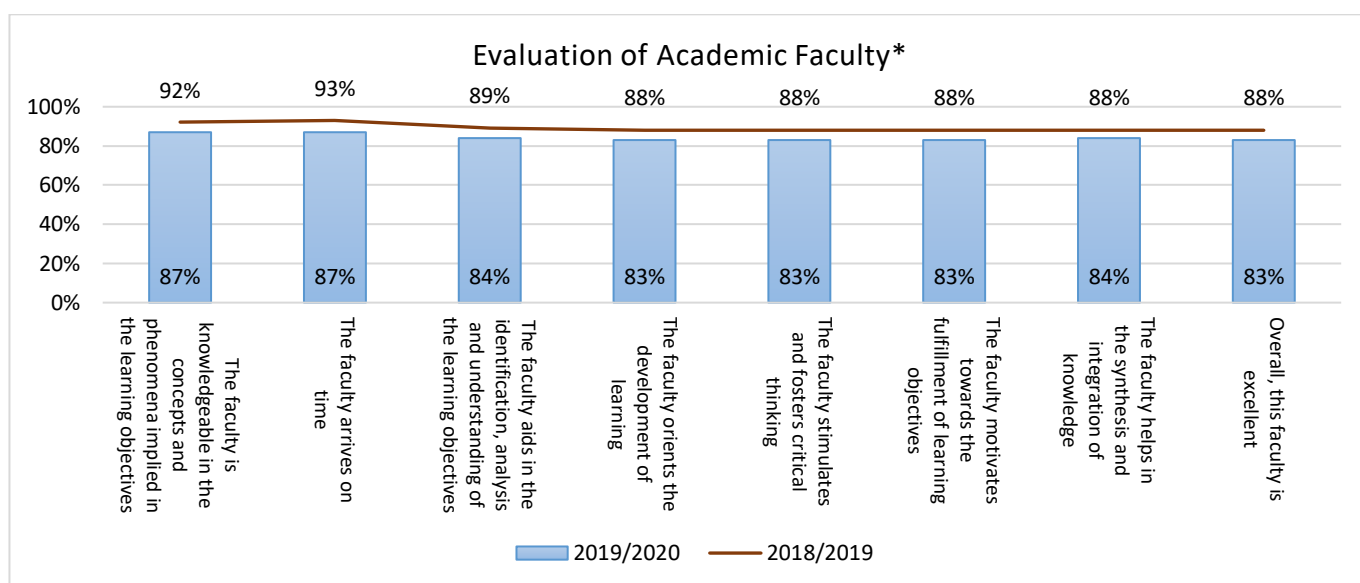
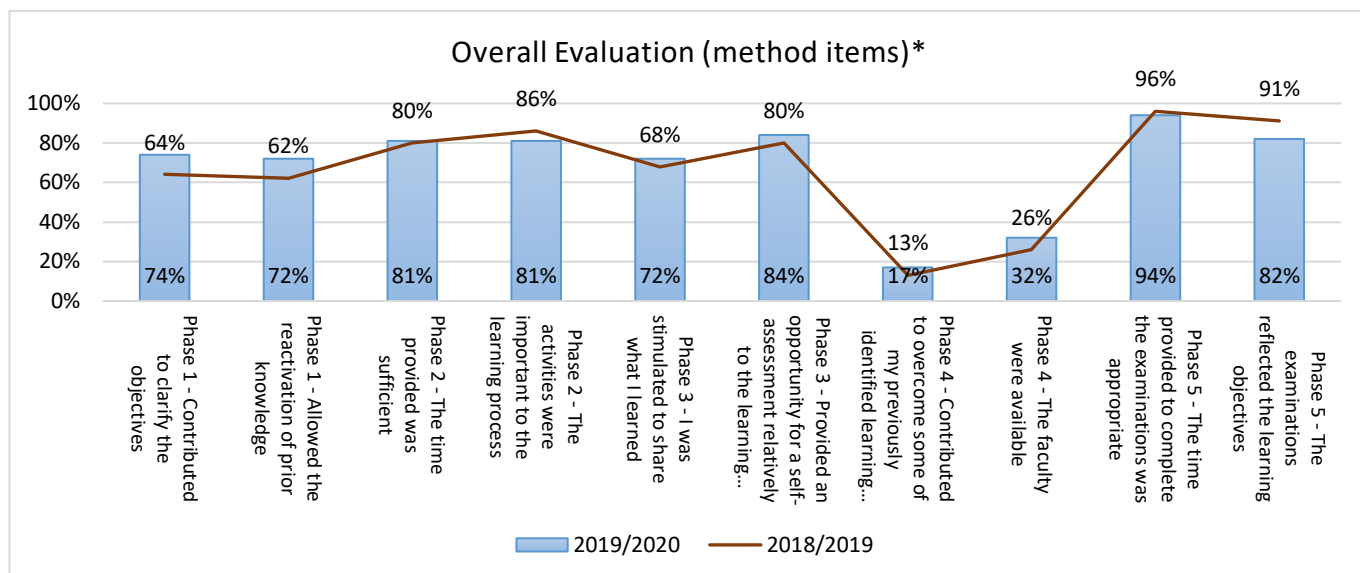
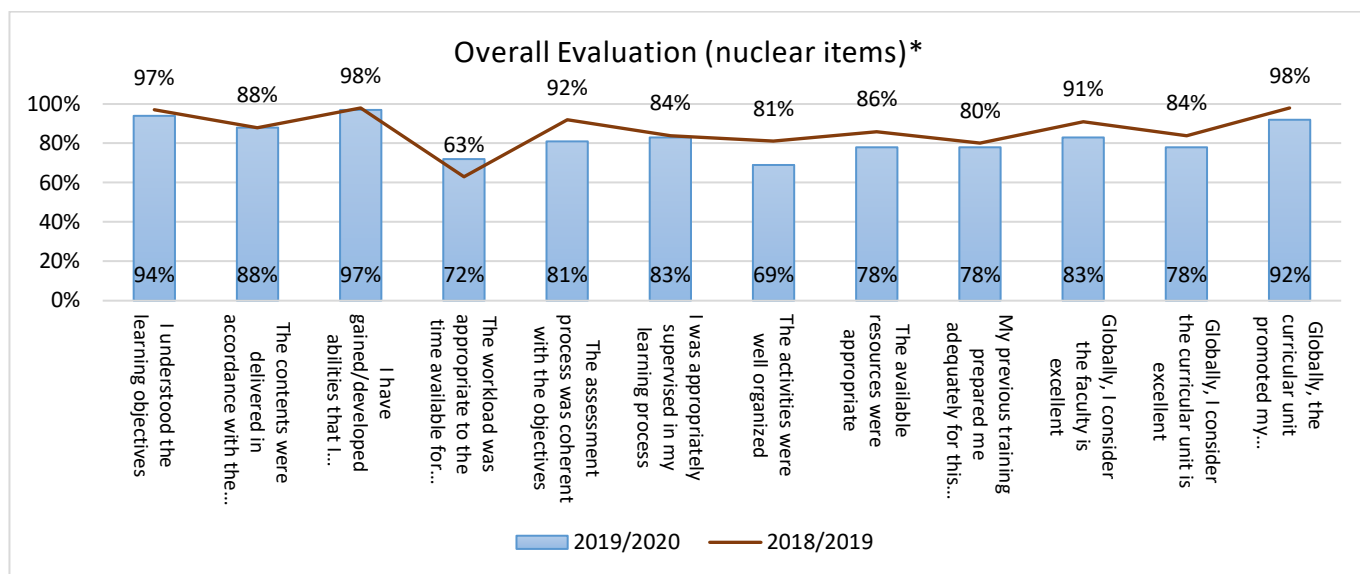
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

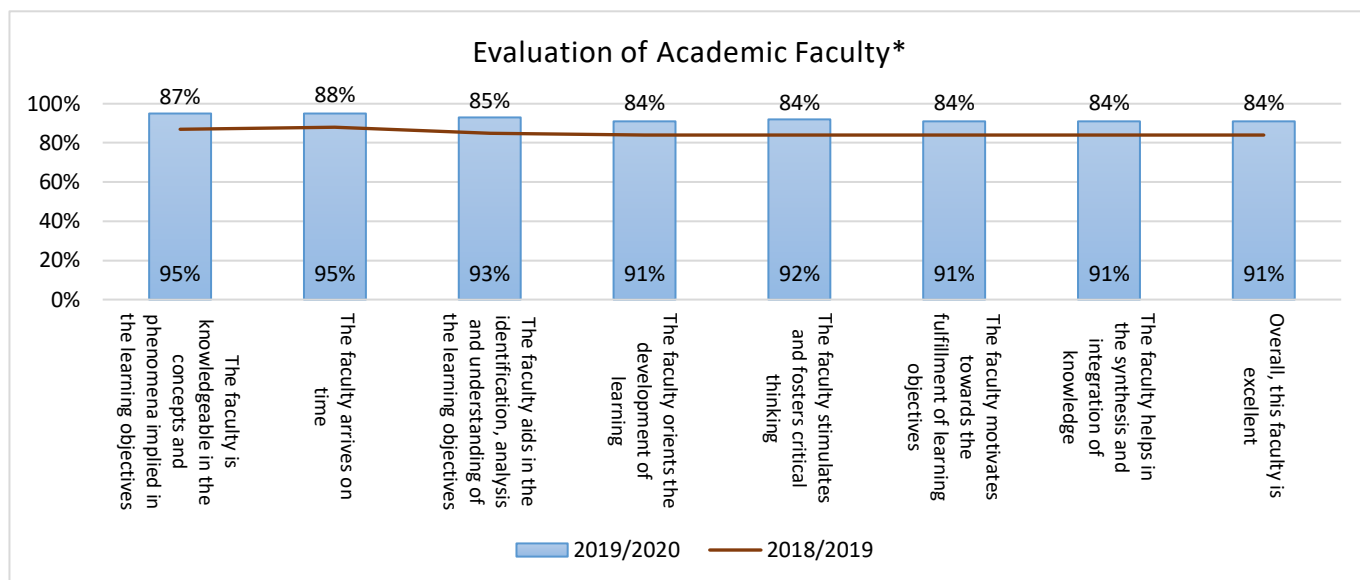
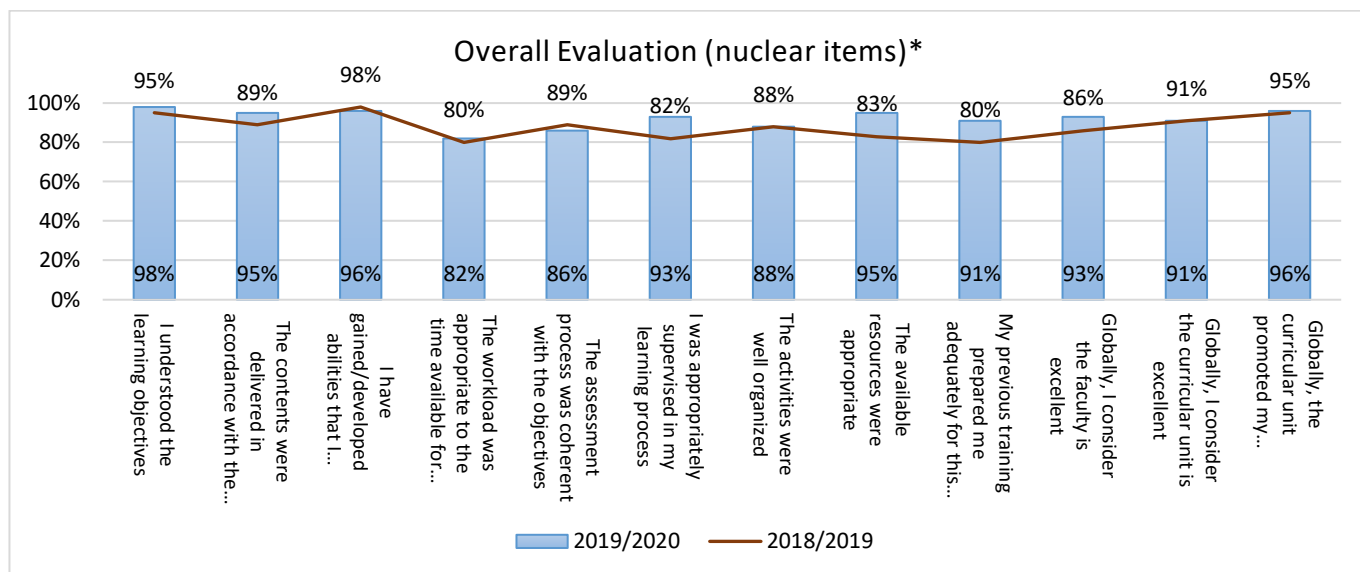


Curricular Unit: Functional and Organic Systems 2



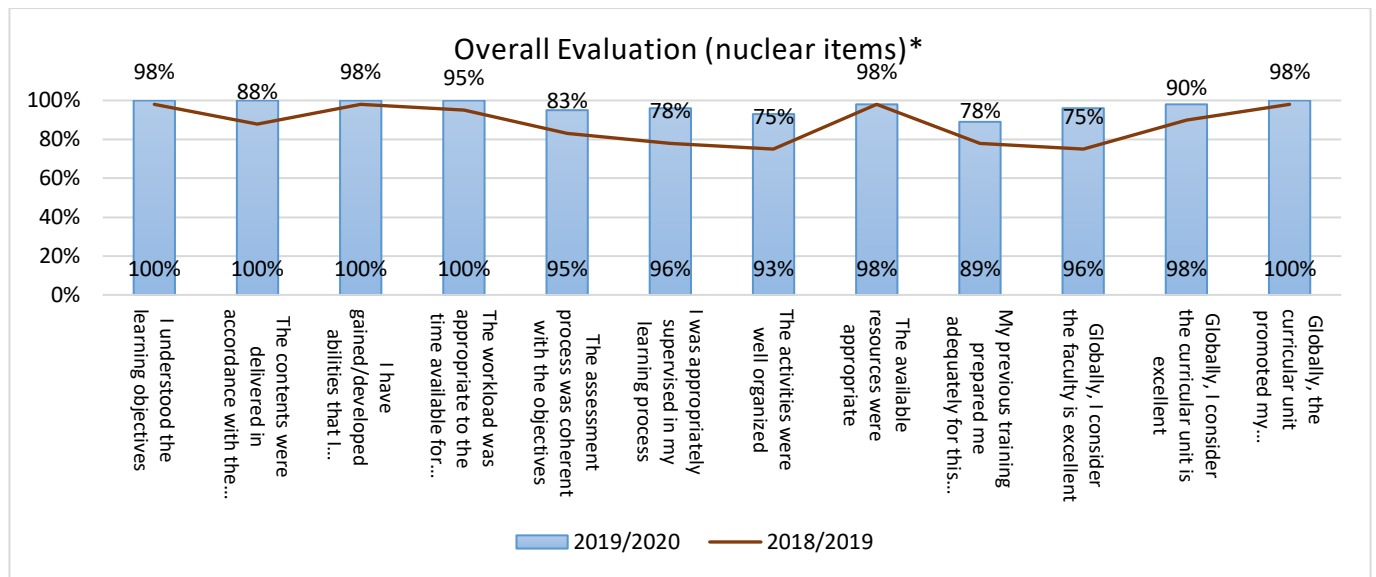
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Functional and Organic Systems 3

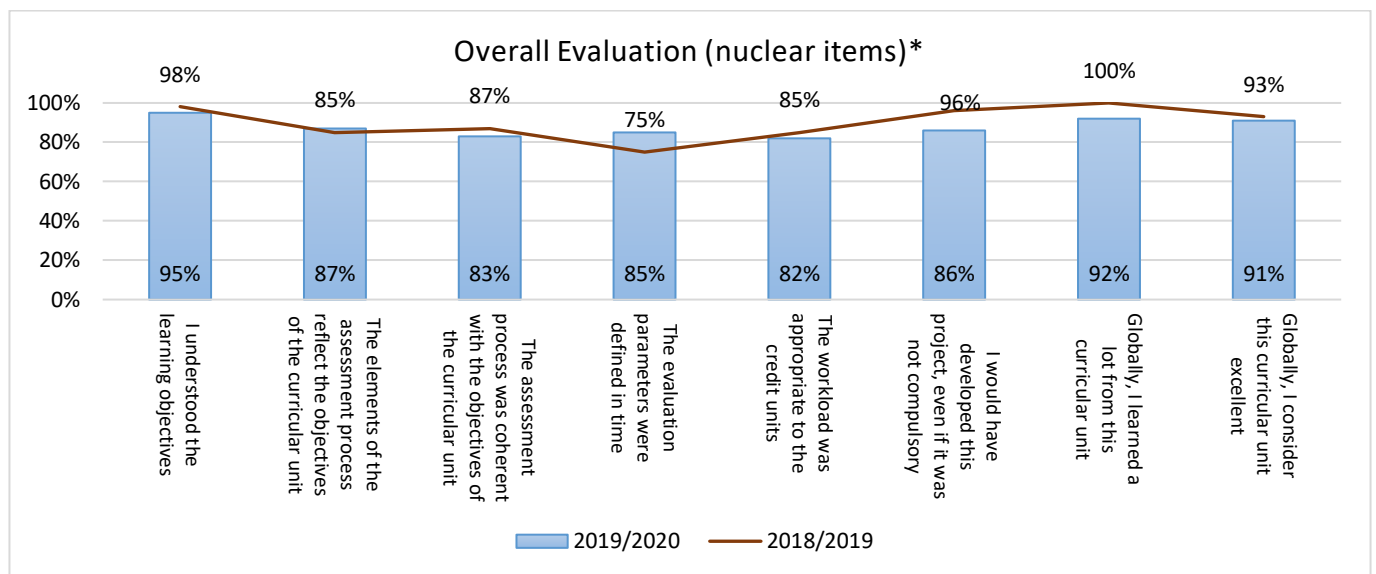


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Family, Society and Health 1

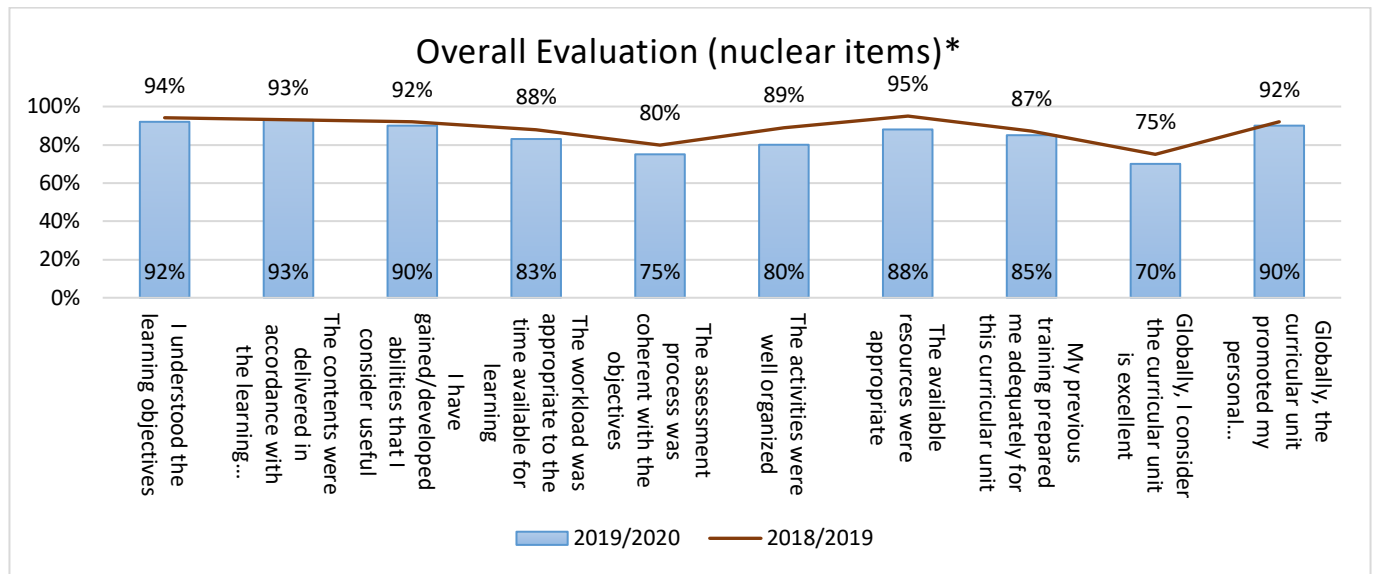


Curricular Unit: Option Project 2



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

Curricular Unit: Vertical Domains 2

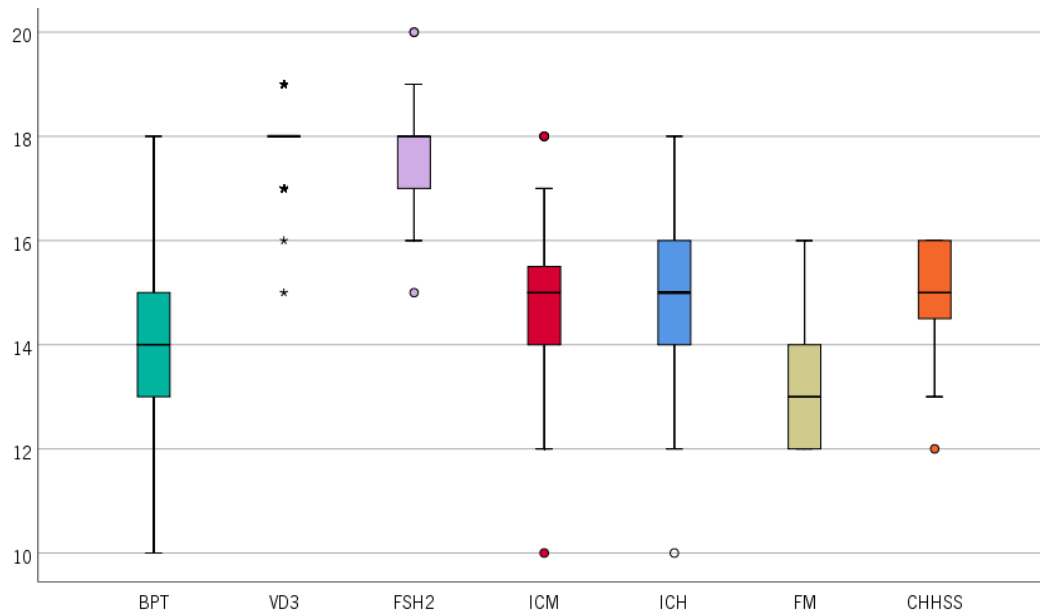


* Σ Favorable responses (Agree + strongly agree + completely agree)

3th year

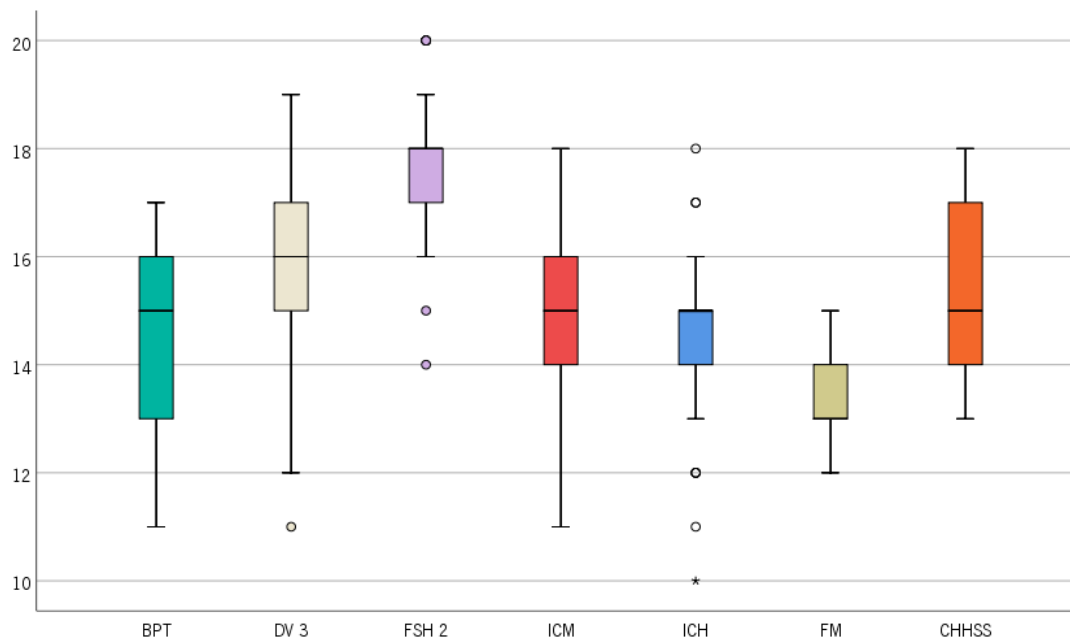
Distribution of Student Scores (*)

2018-2019



NA	0 (0%)	1 (1%)	1 (1%)	3 (2%)	3 (2%)	1 (5%)	1 (6%)
AF	5 (4%)	0 (0%)	0 (0%)	3 (2%)	5 (4%)	4 (21%)	1 (6%)

2019-2020



NA	0 (0%)	1 (1%)	0 (0%)	2 (1%)	0 (0%)	1 (5%)	1 (5%)
AF	7 (6%)	0 (0%)	0 (0%)	6 (4%)	7 (6%)	3 (14%)	0 (0%)

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

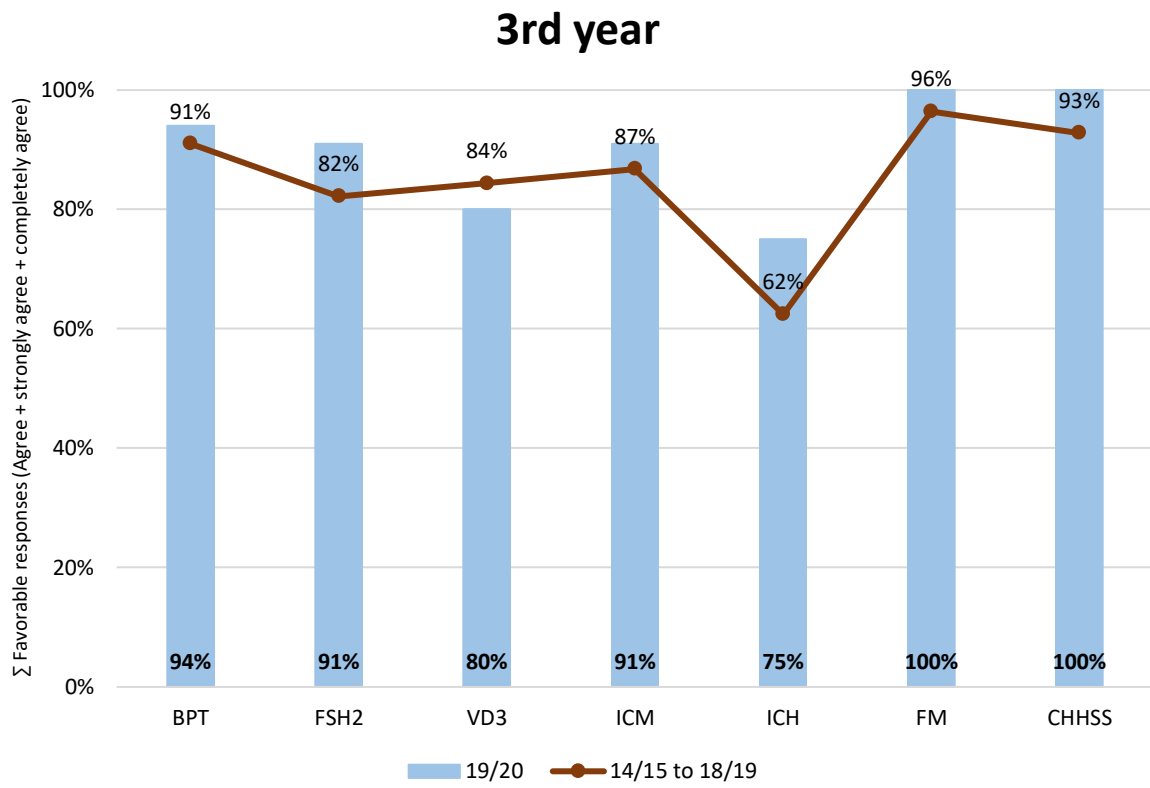
FM – Foundations of Medicine

CHHSS - Community Health, Human and Social Sciences

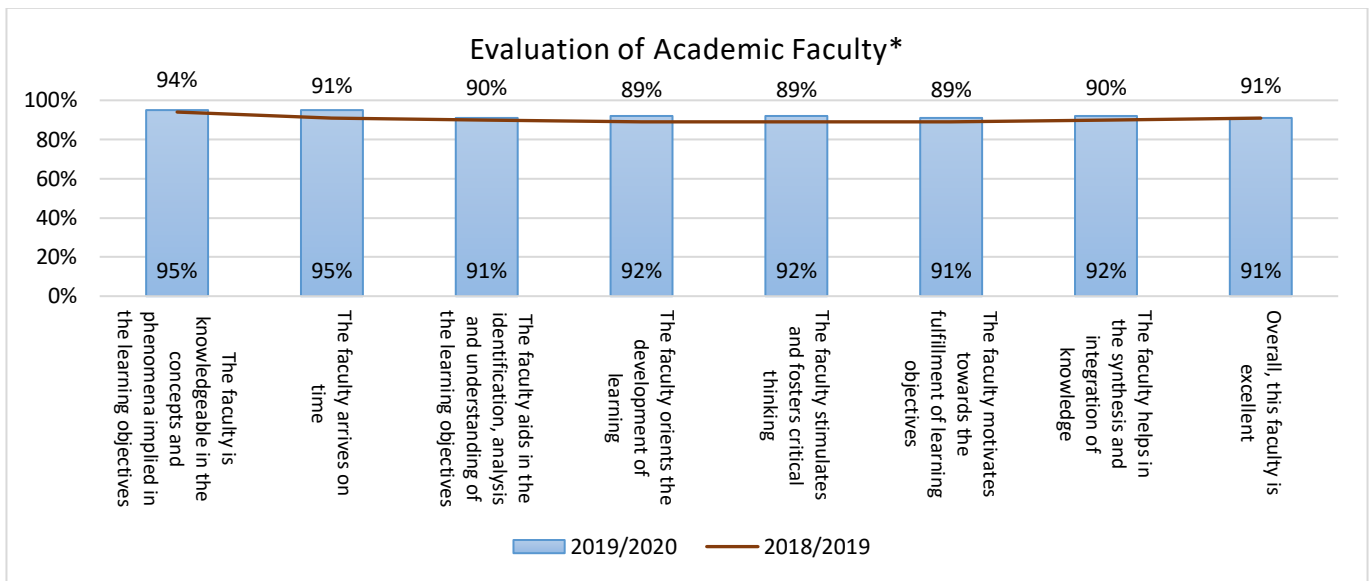
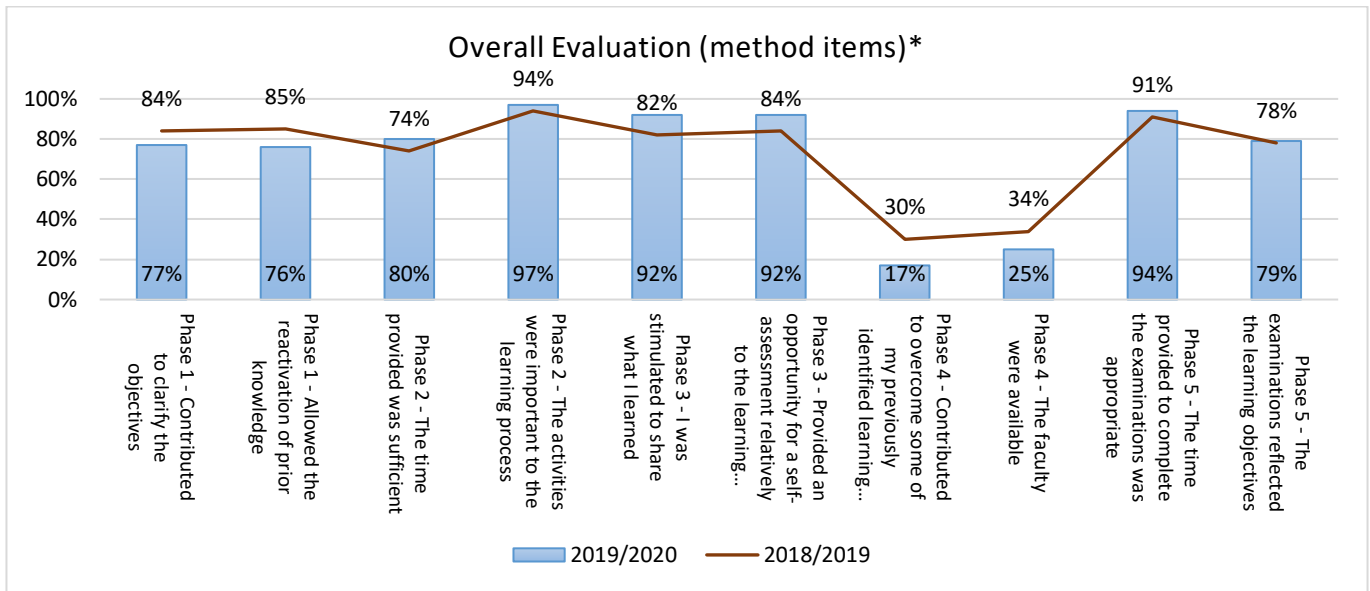
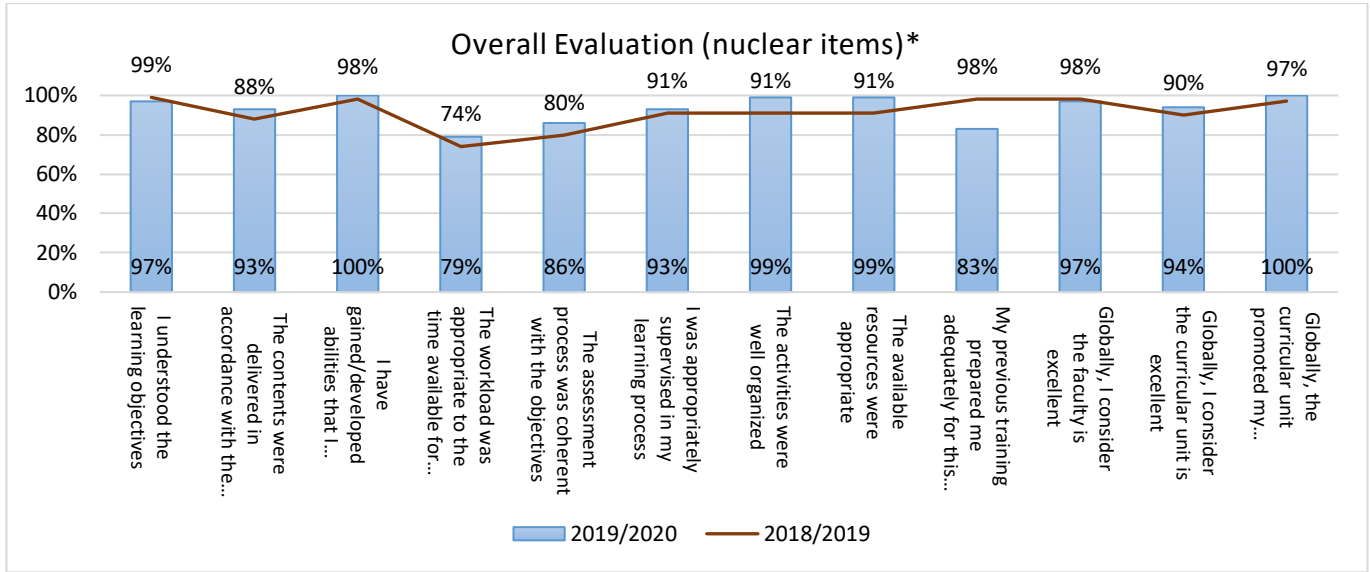
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

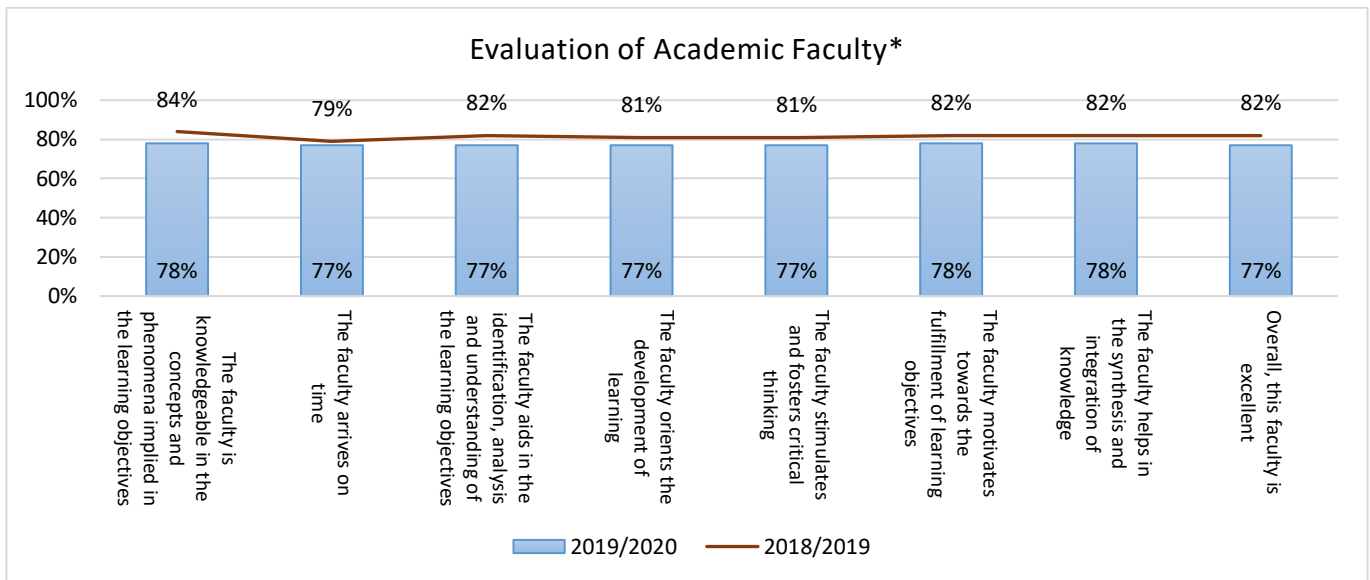
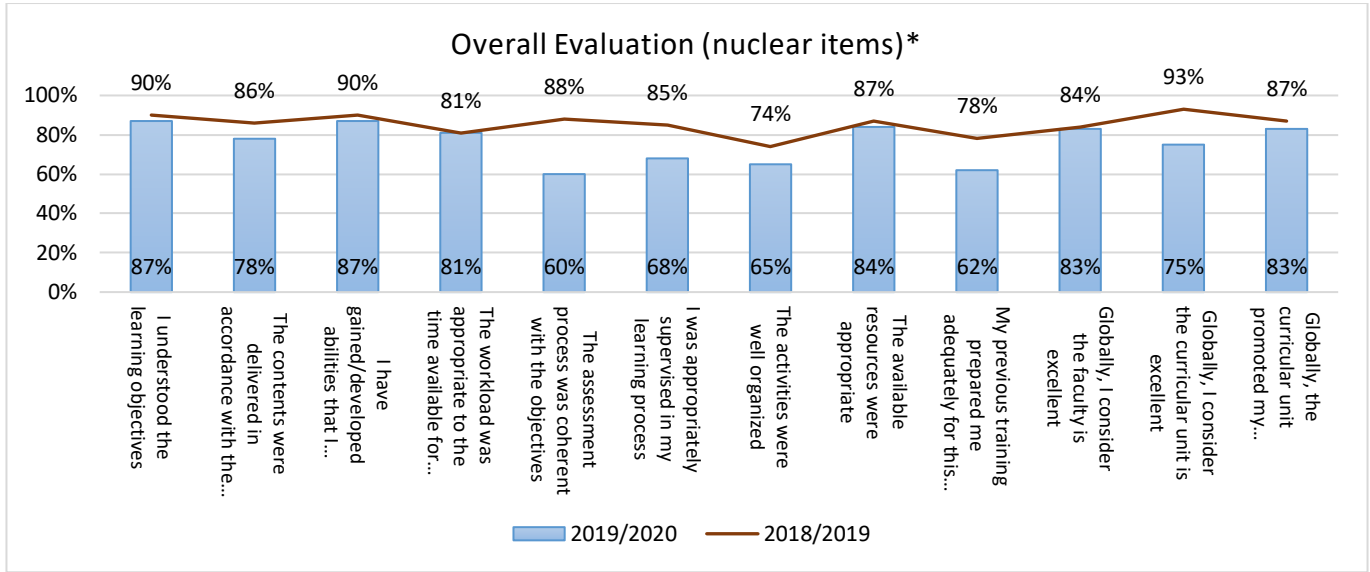


Curricular Unit: Biopathology and Introduction to Therapeutics



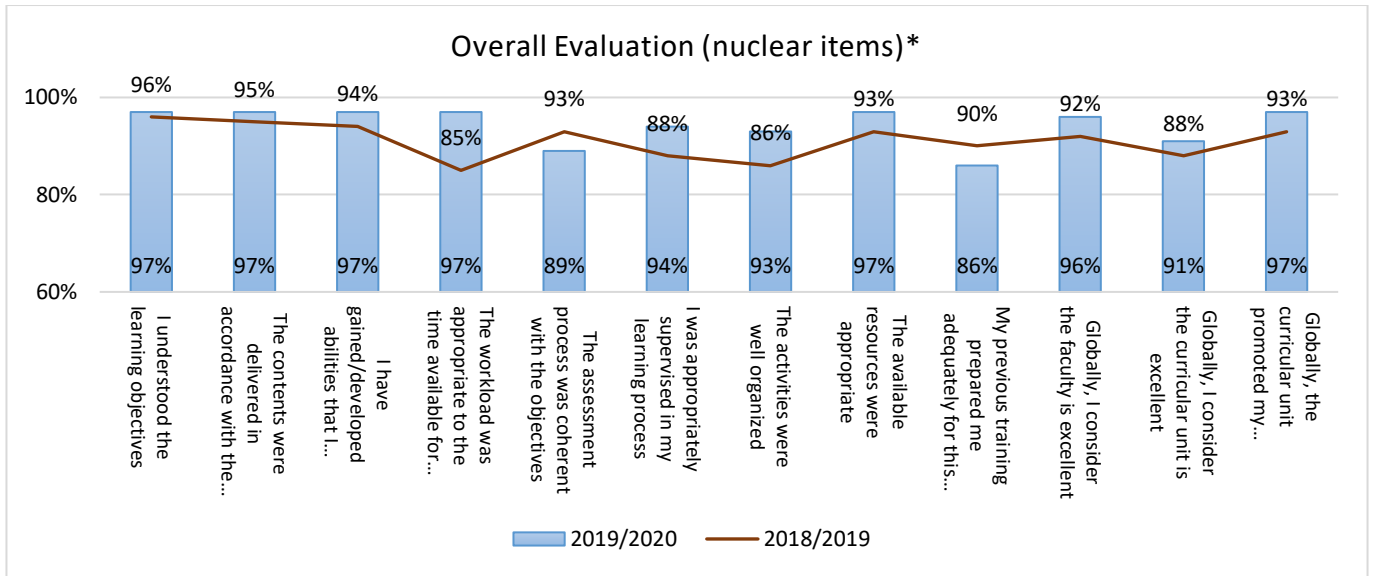
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Introduction to Community Health

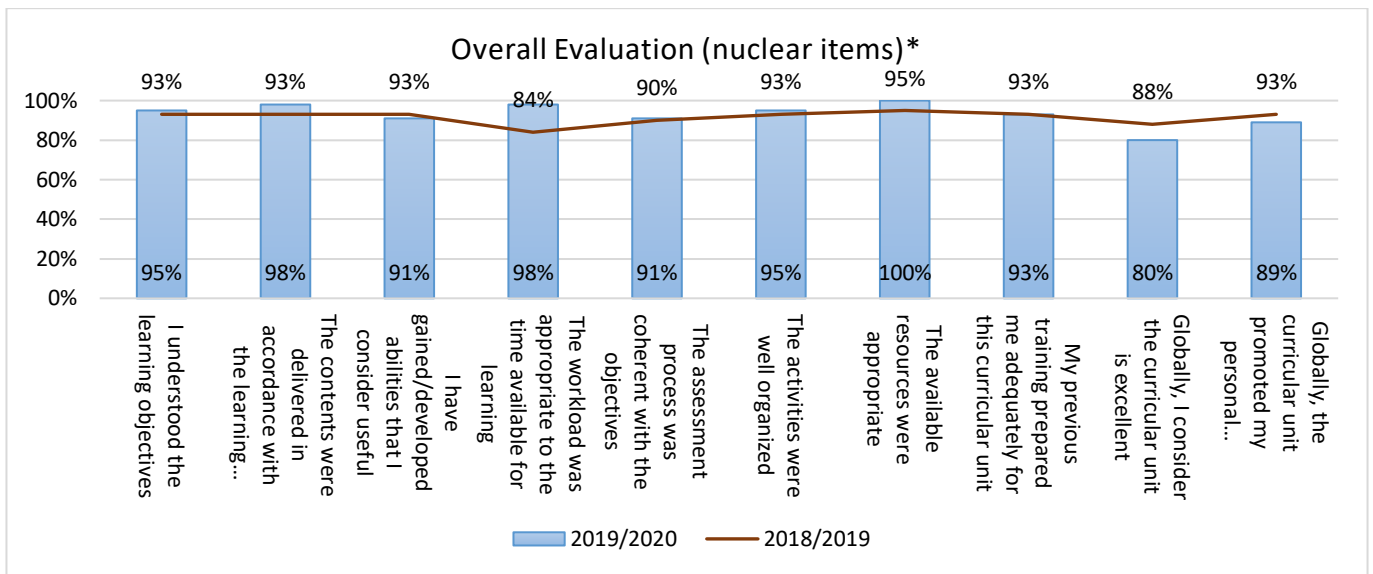


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Family, Society and Health 2

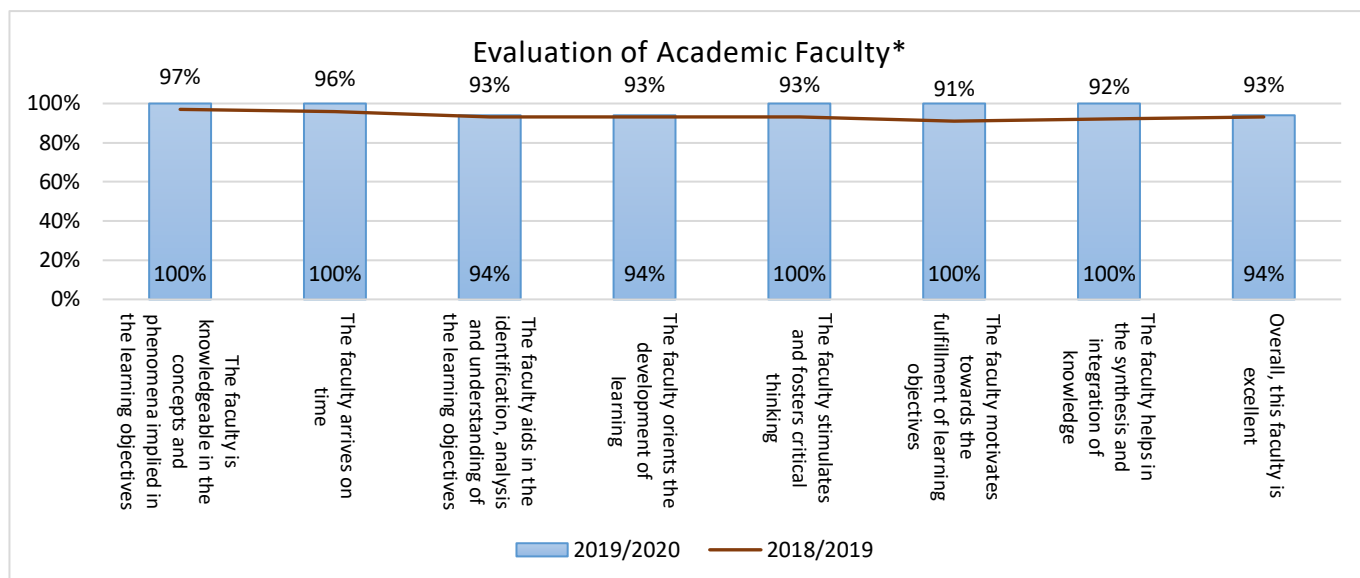
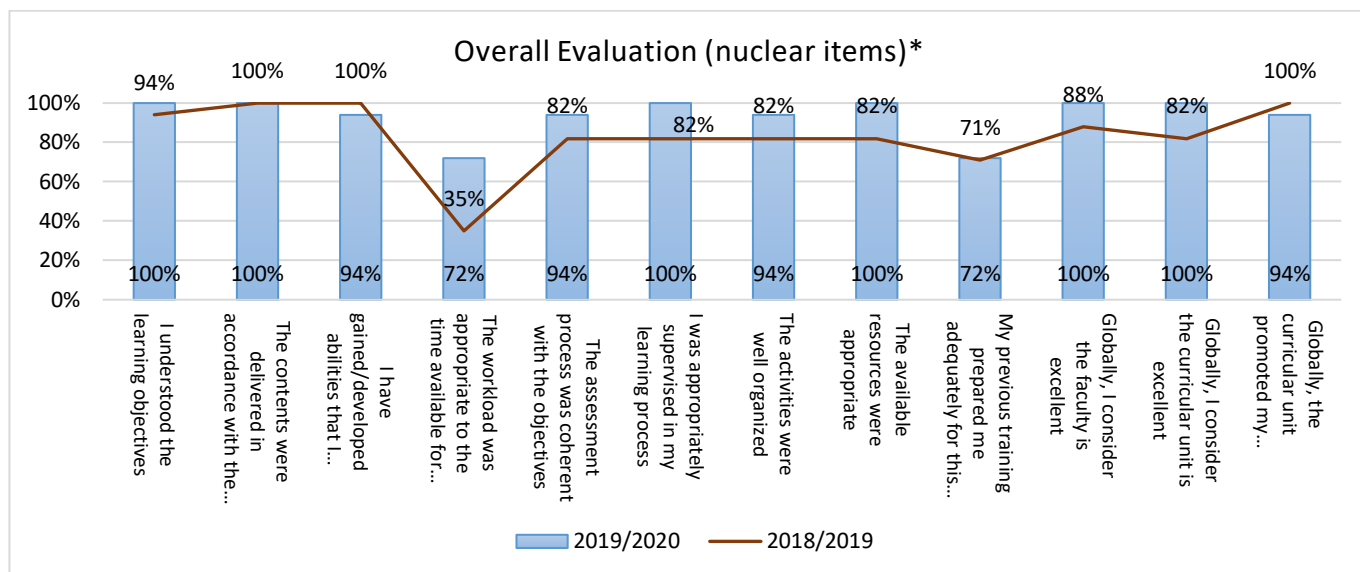


Curricular Unit: Vertical Domains 3



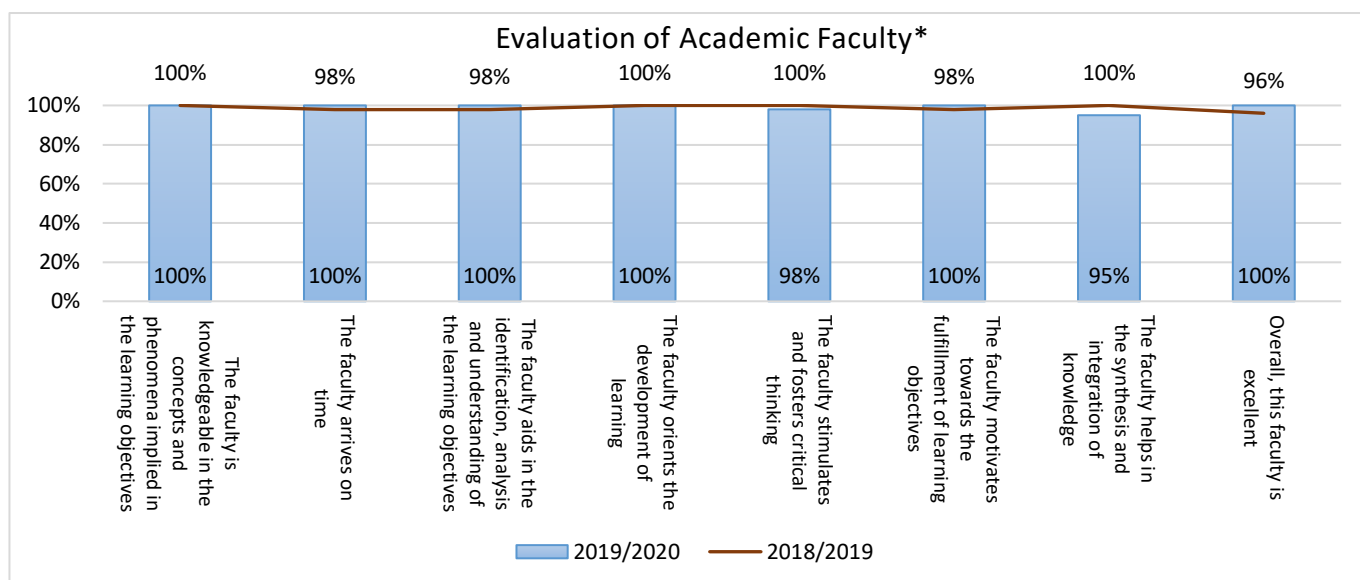
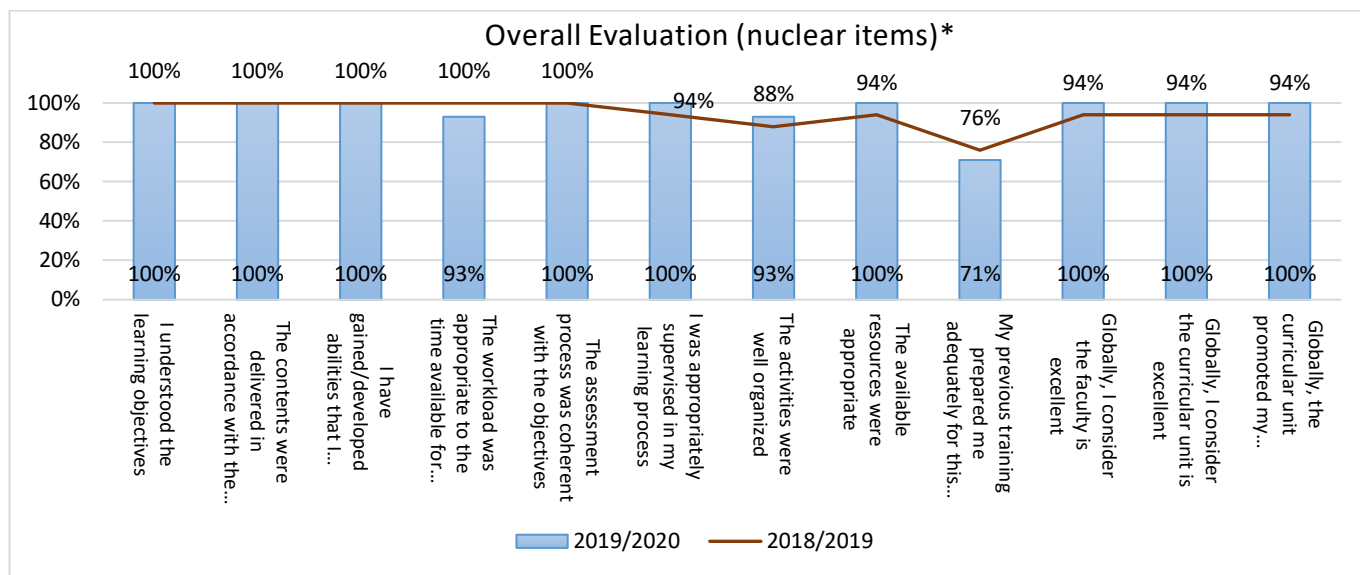
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Foundations of Medicine



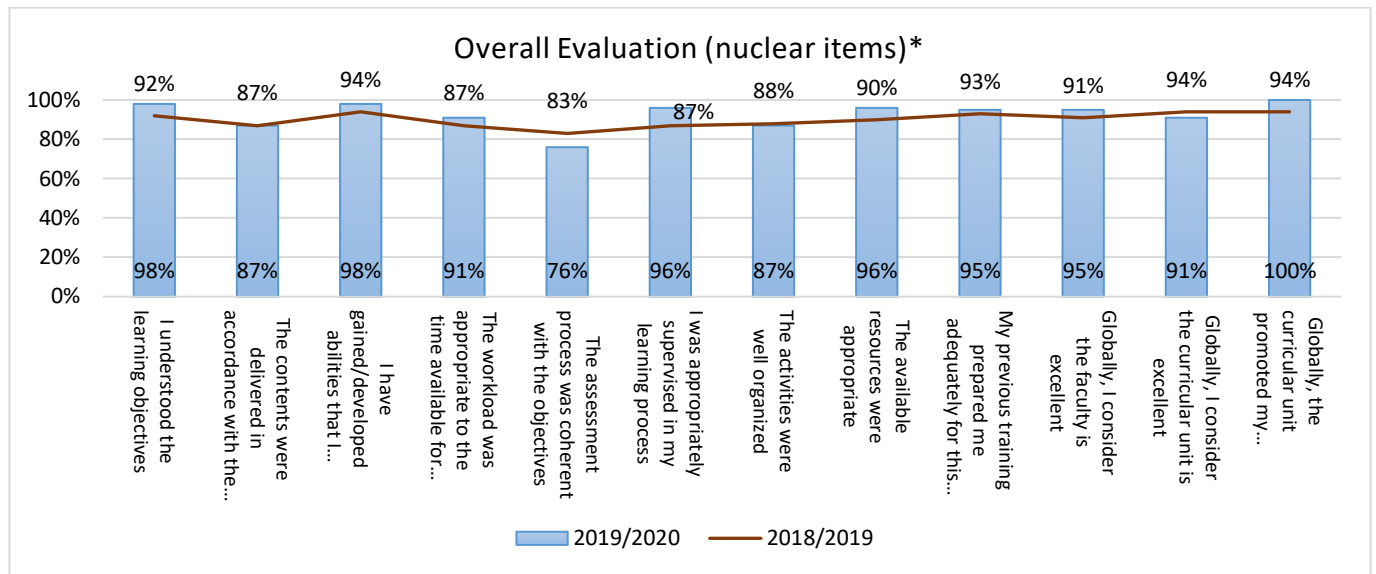
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Community Health, Human and Social Sciences



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

Curricular Unit: Introduction to Clinical Medicine

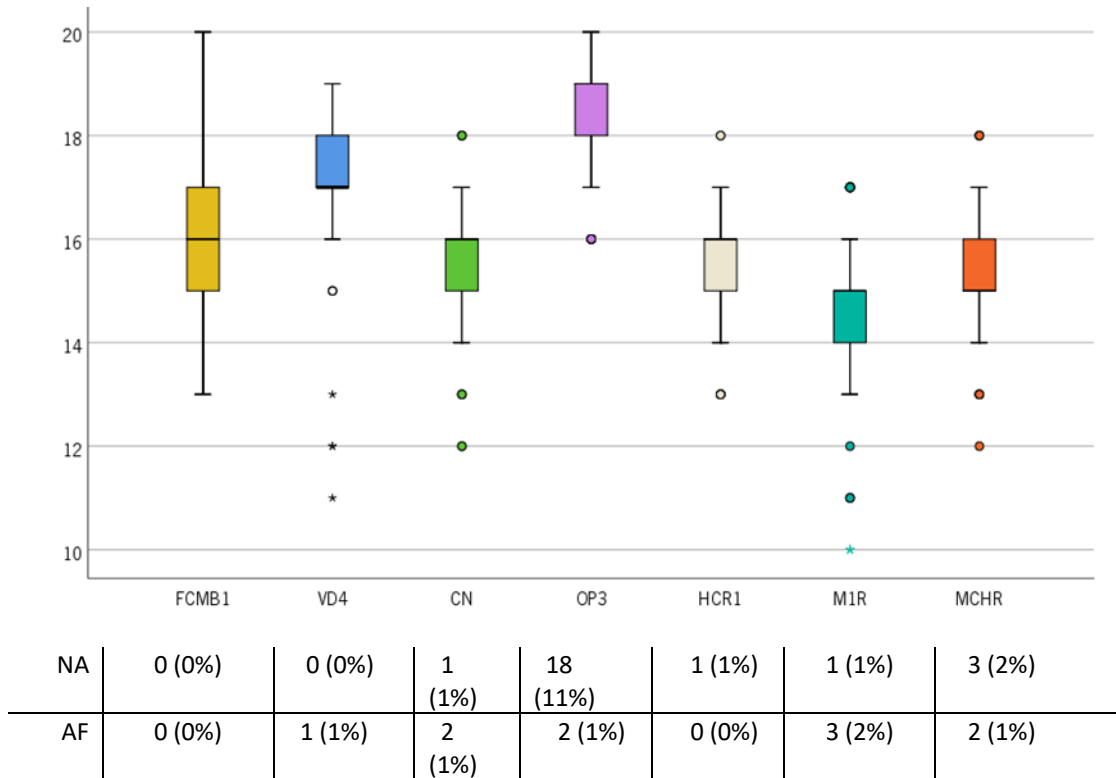


* Σ Favorable responses (Agree + strongly agree + completely agree)

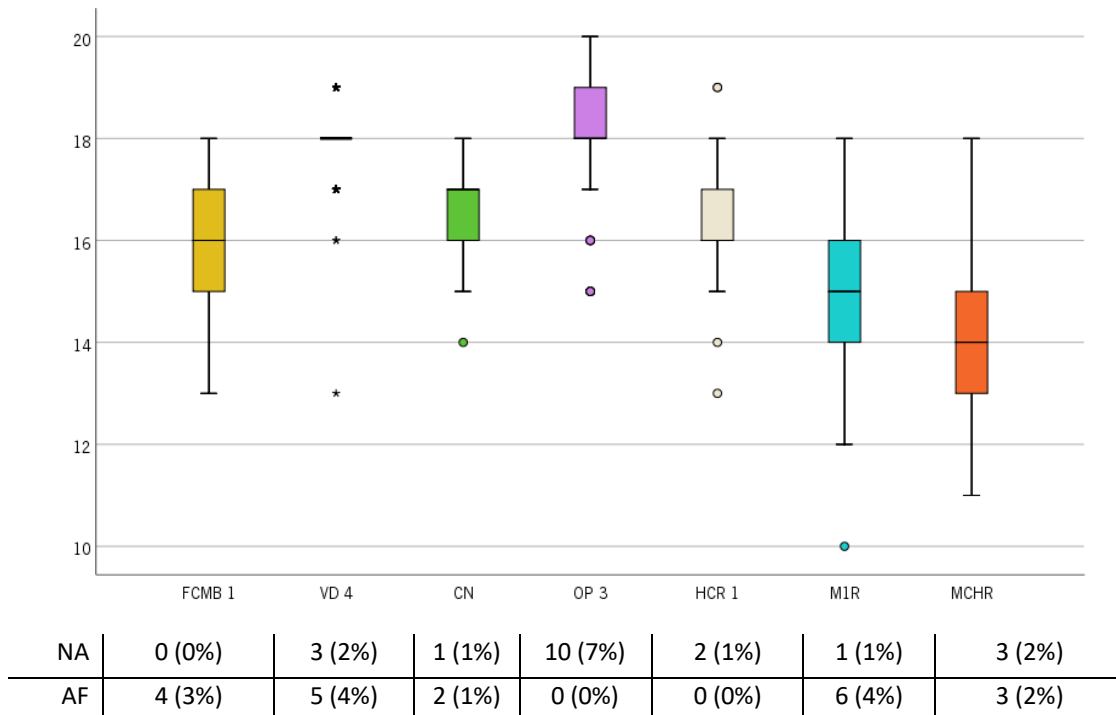
4th year

Distribution of Student Scores (*)

2018-2019



2019-2020



Legend

CN – Clinical Neurosciences

M1R – Medicine I Residency

OP 3 – Option Project 3

HCR 1 – Health Centers Residency 1

VD 4 – Vertical Domains 4

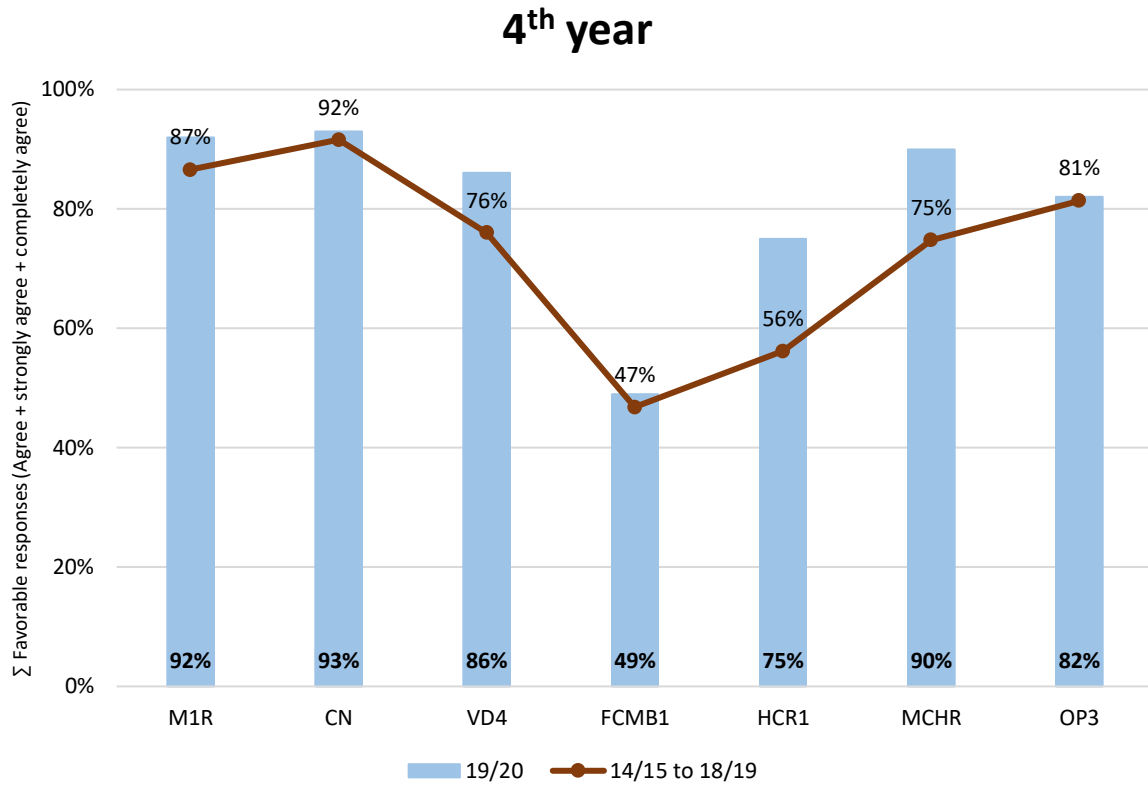
MCHR – Maternal and Child Health Residency

FCMB 1 – From Clinical to Molecular Biology 1

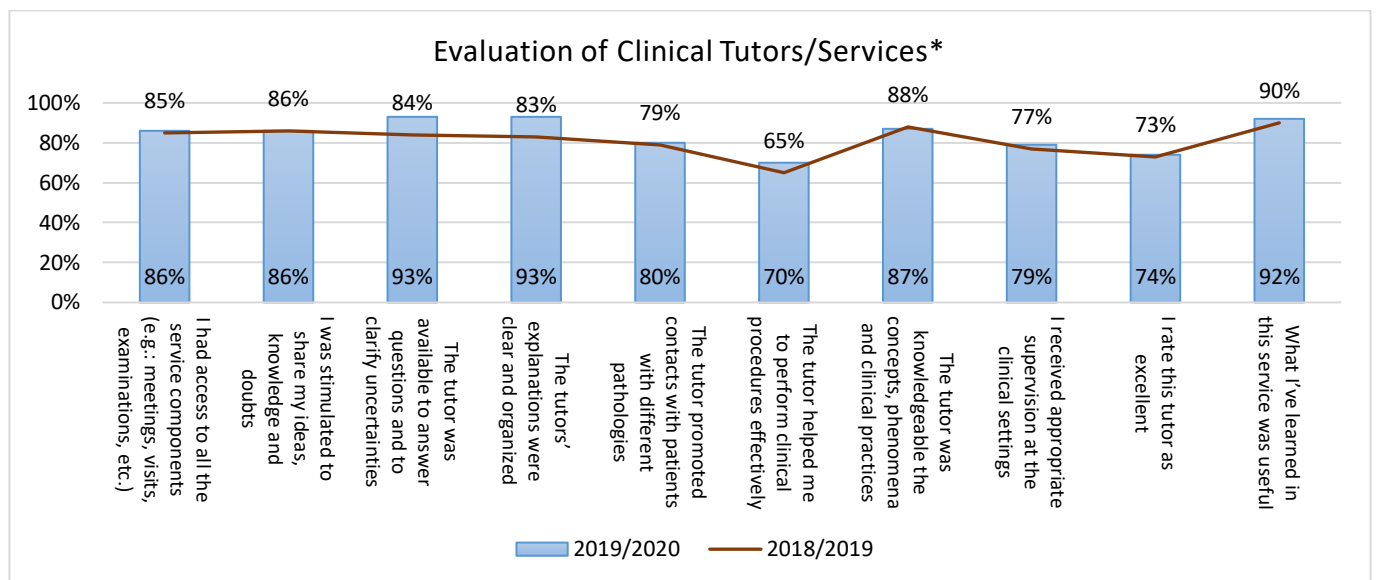
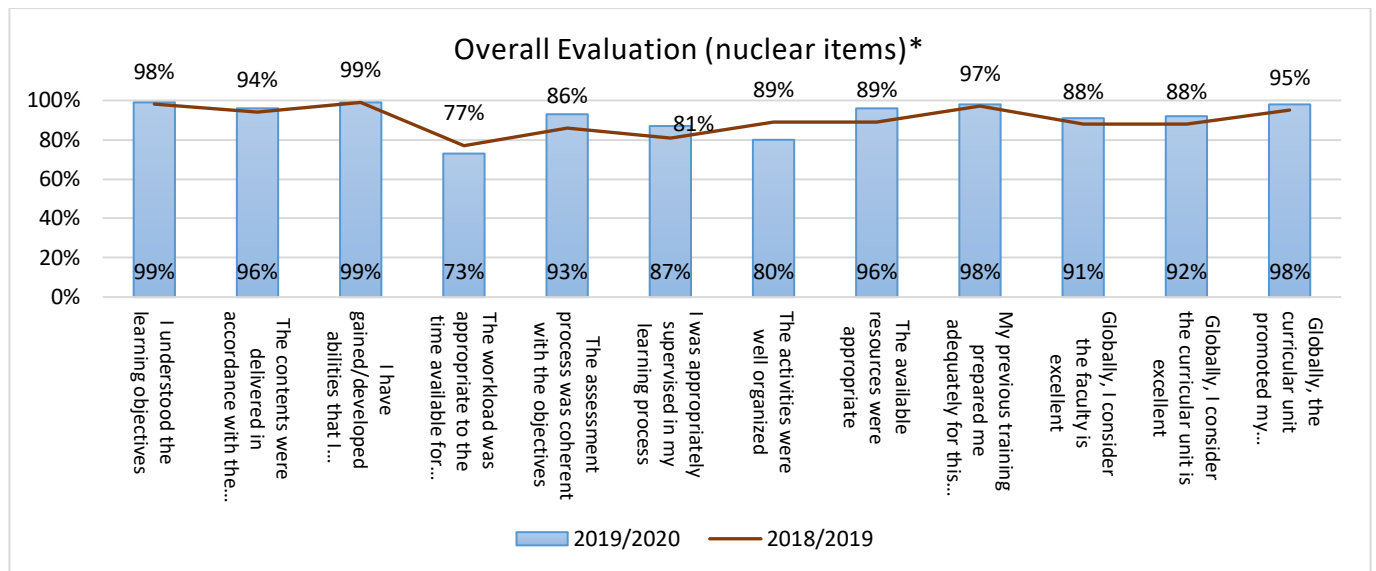
(*) Output provided by the database of EM-UMinho Longitudinal Study

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

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

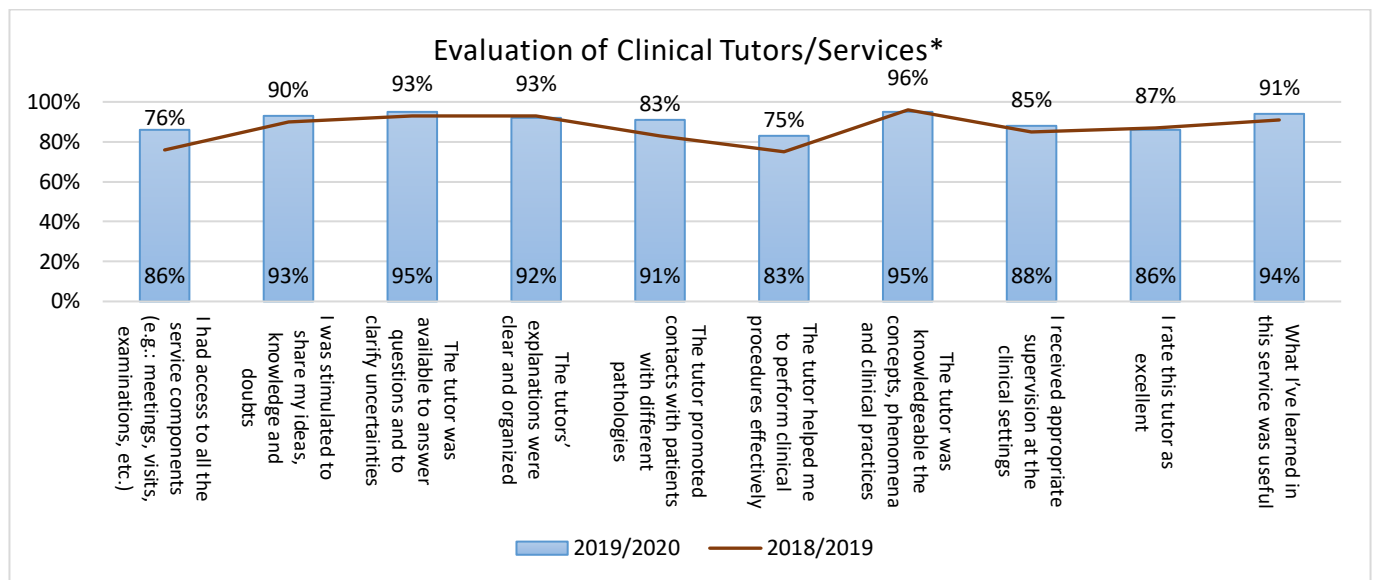
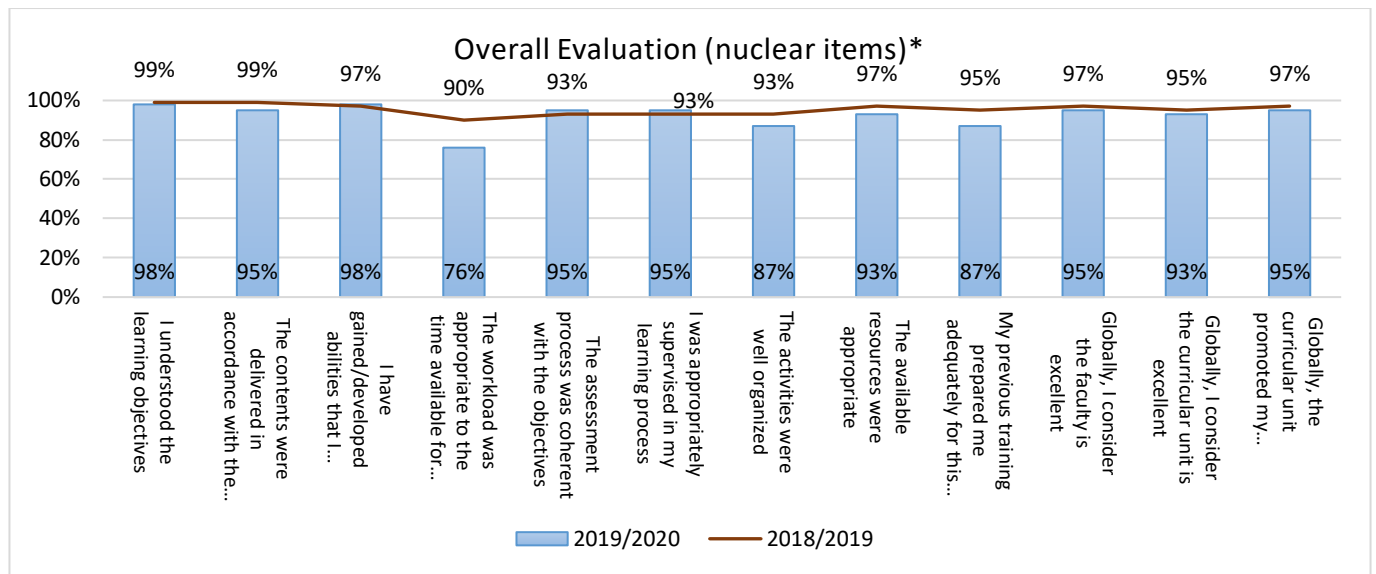


Curricular Unit: Medicine I Residency



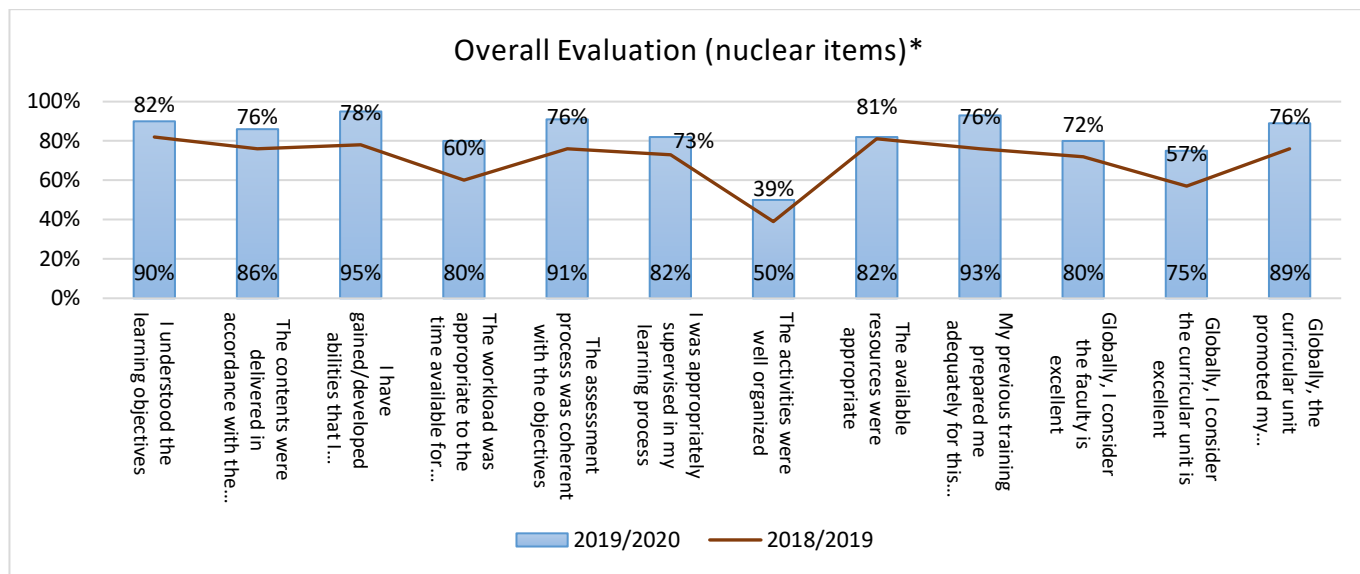
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Clinical Neurosciences

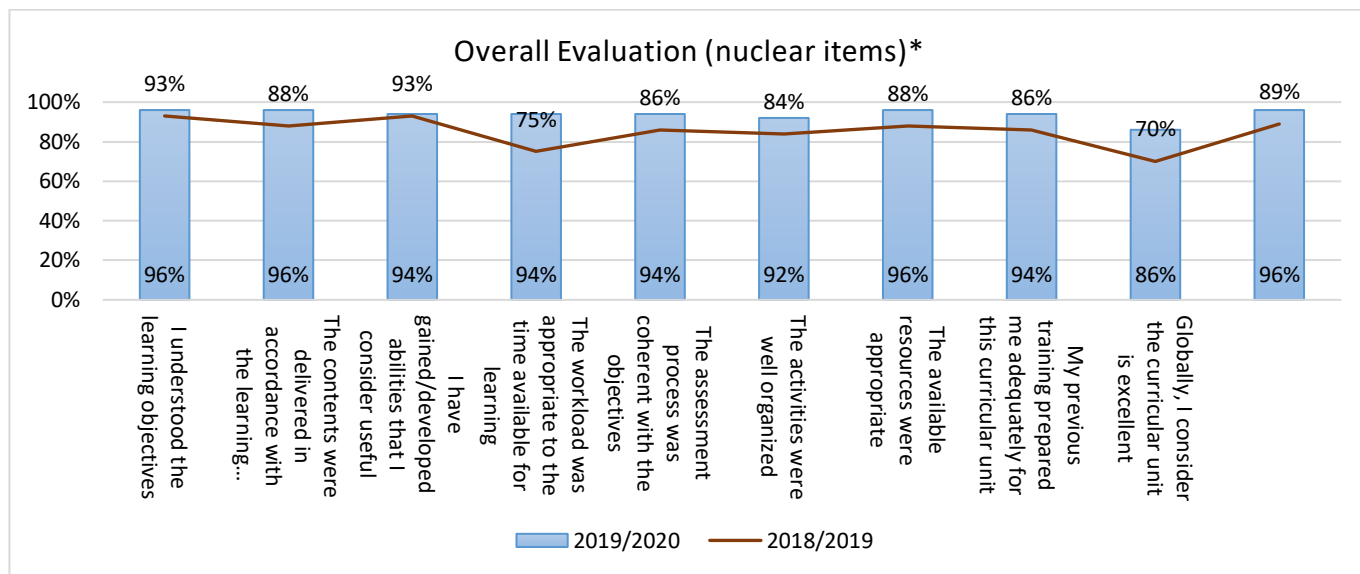


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Health Centers Residency 1

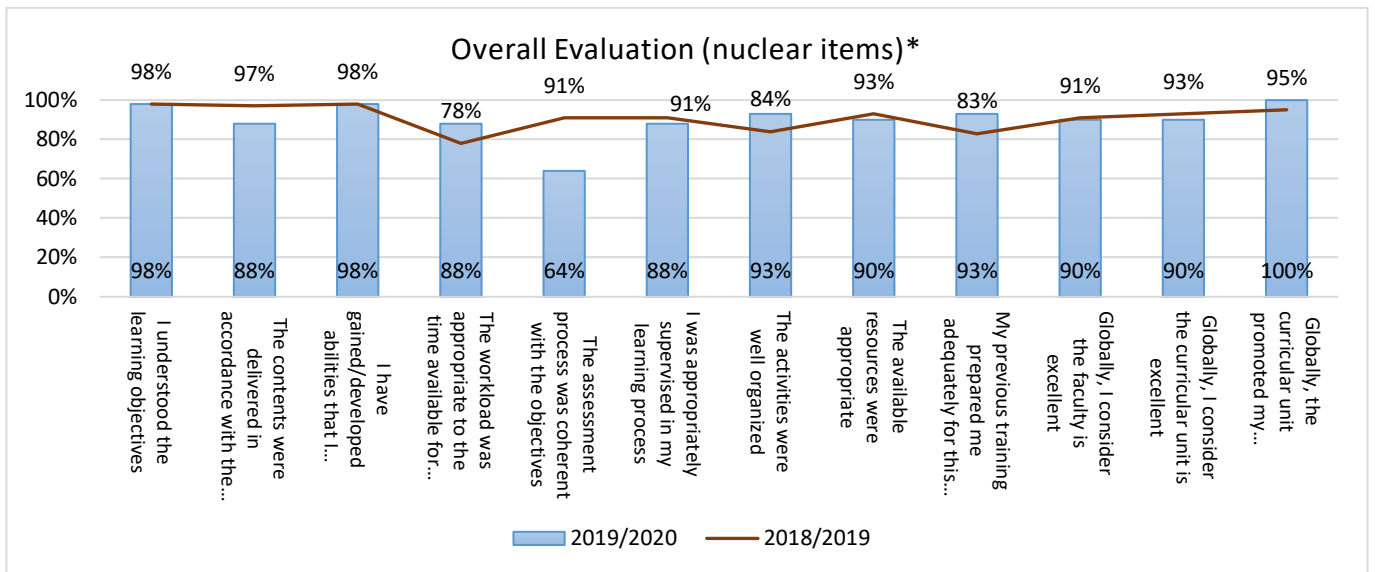


Curricular Unit: Vertical Domains 4



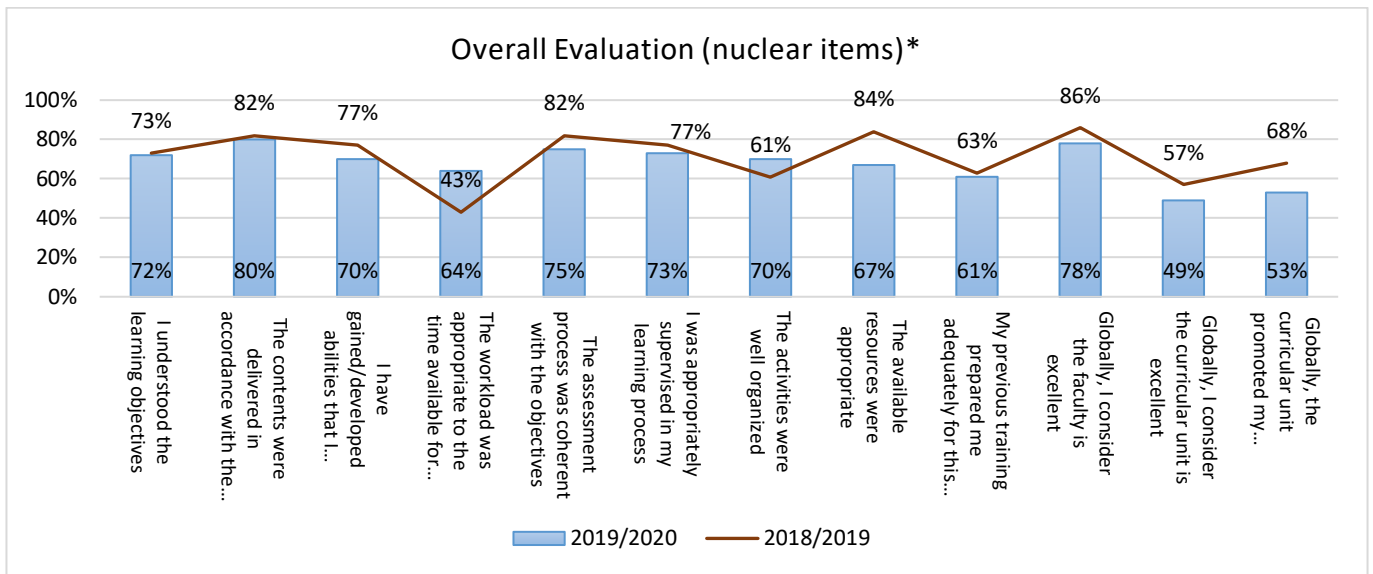
*Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Maternal and Child Health Residency

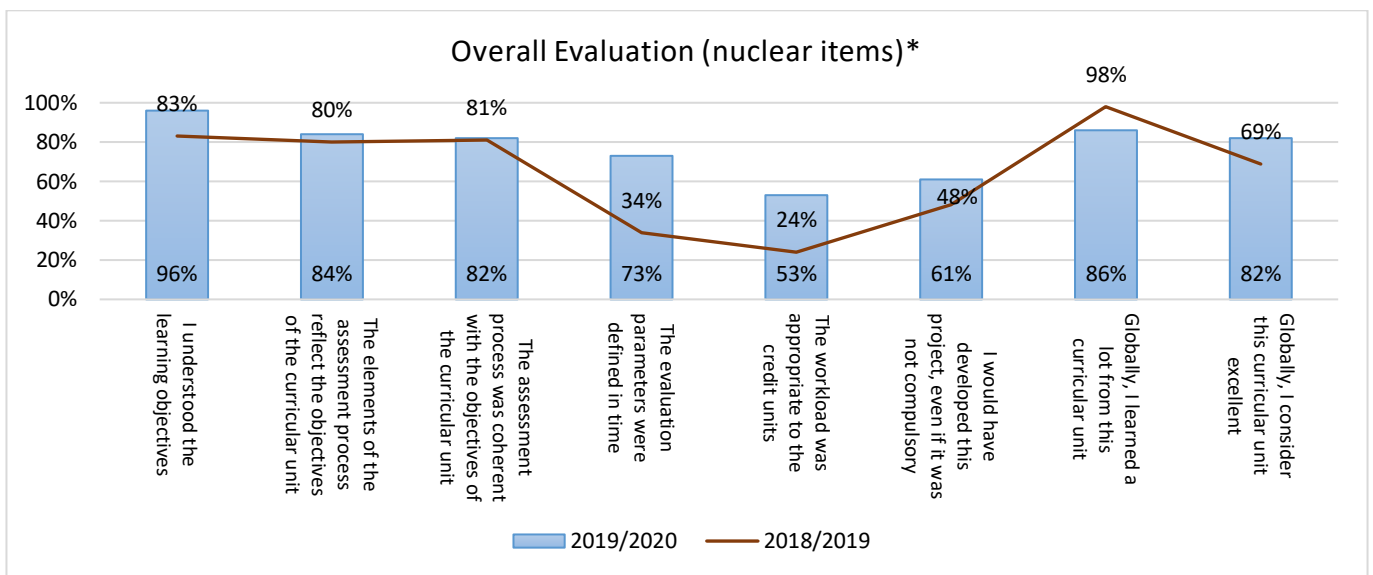


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: From Clinical to Molecular Biology 1



Curricular Unit: Option Project 3

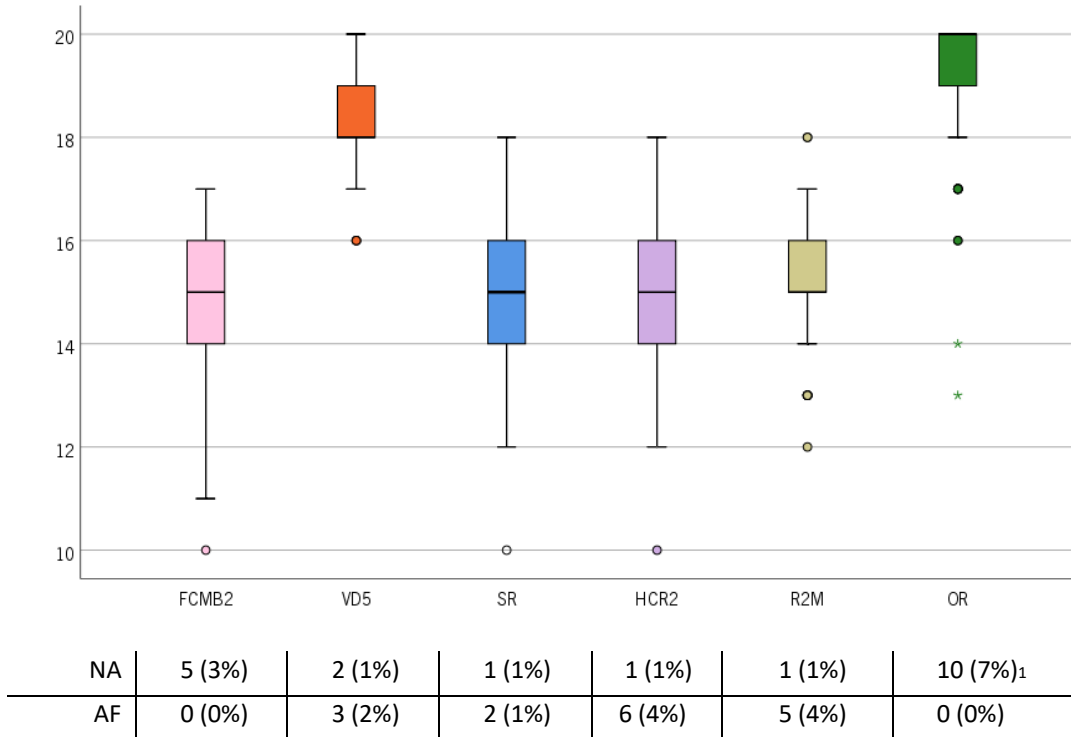


* Σ Favorable responses (Agree + strongly agree + completely agree)

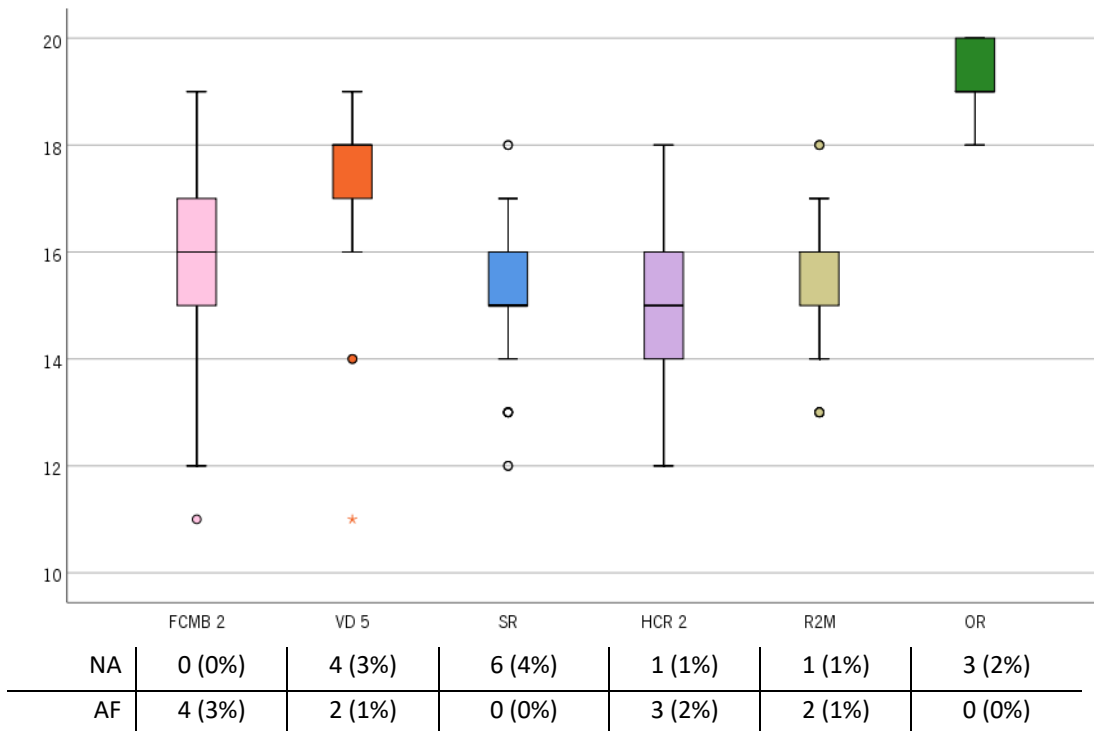
5th year

Distribution of Student Scores (*)

2018-2019



2019-2020



Legend

SR – Surgery Residency

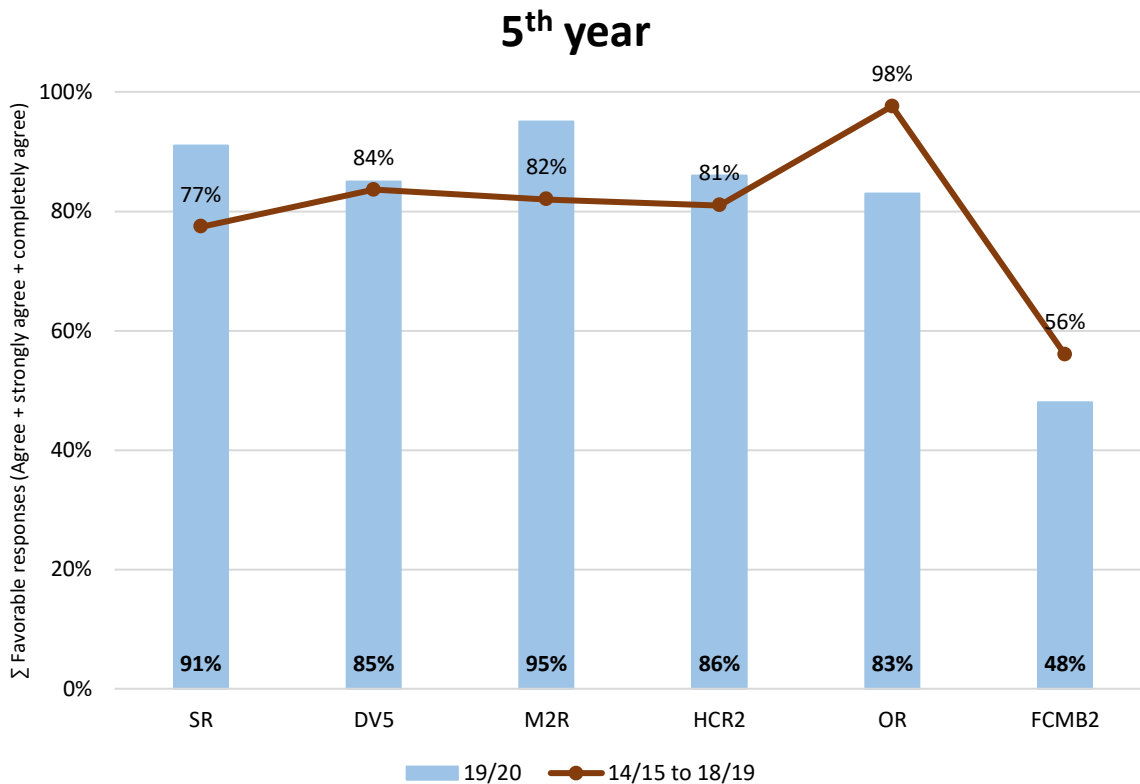
VD 5 – Vertical Domains 5

FCMB 2 – From Clinical to Molecular Biology 2

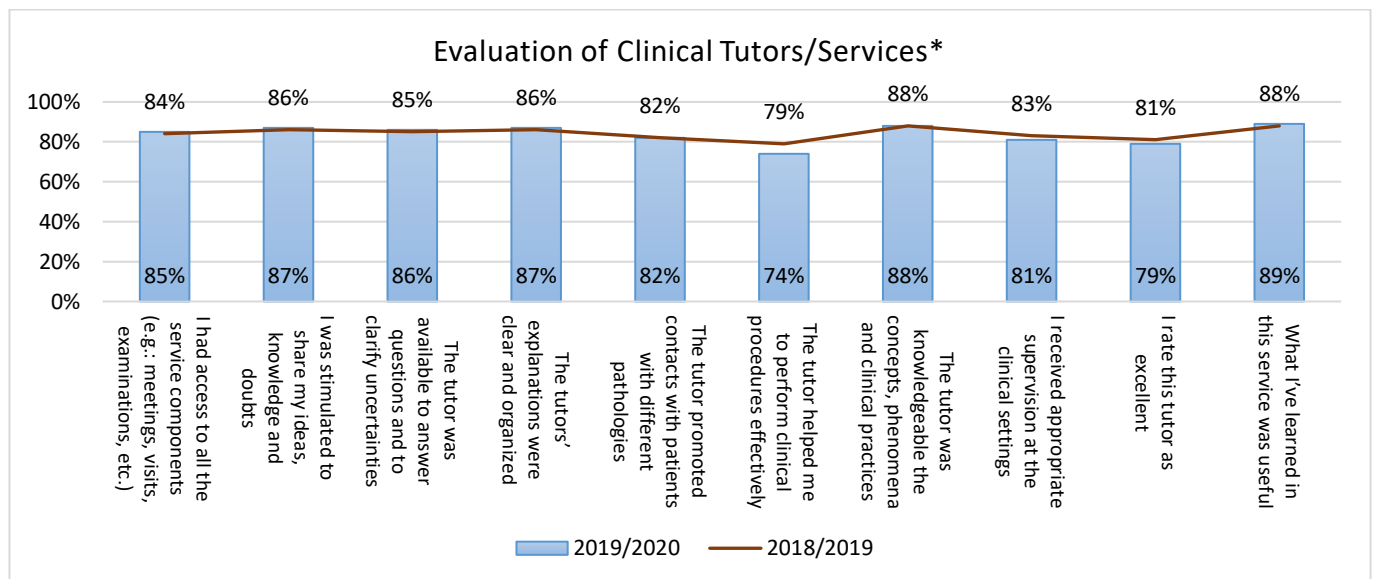
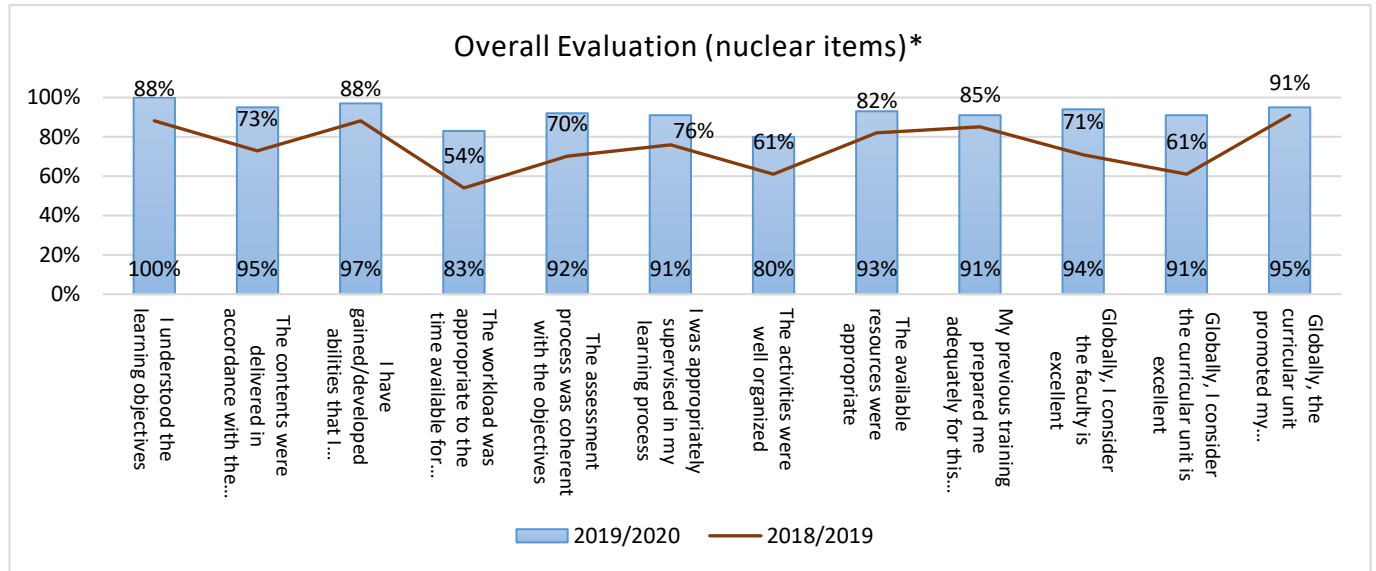
M2R – Medicine 2 Residency
HCR 2 – Health Centers Residency 2
OR – Optional Residencies
₁ include students that attended this curricular unit in another country

(*) 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”

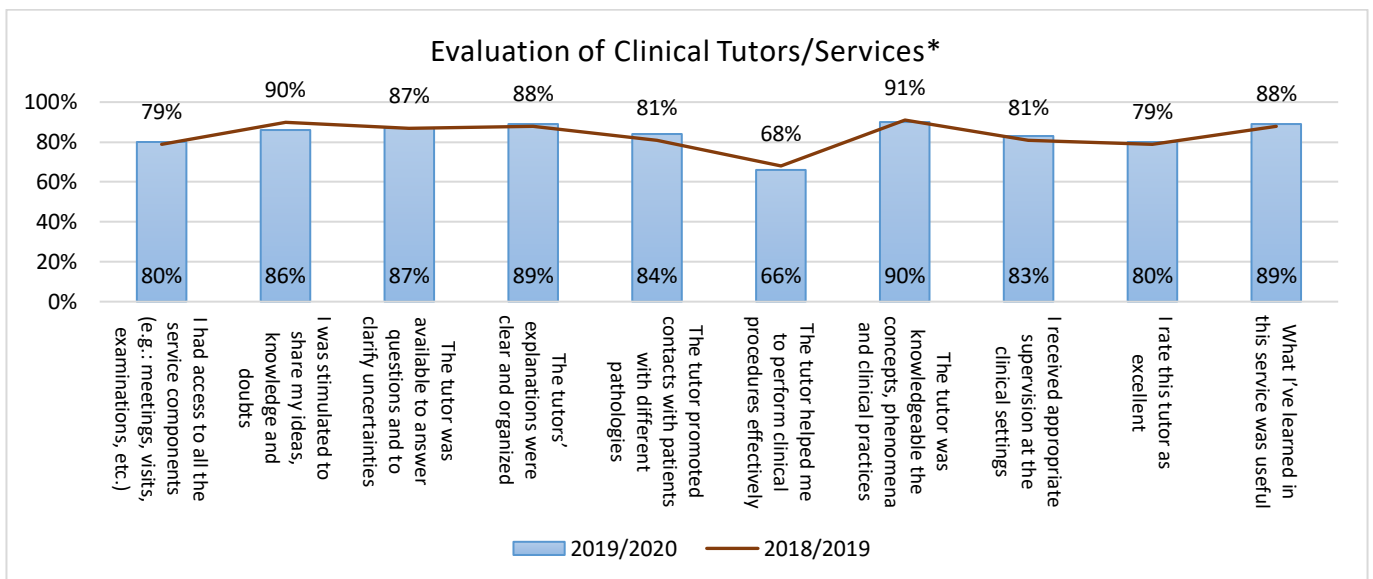
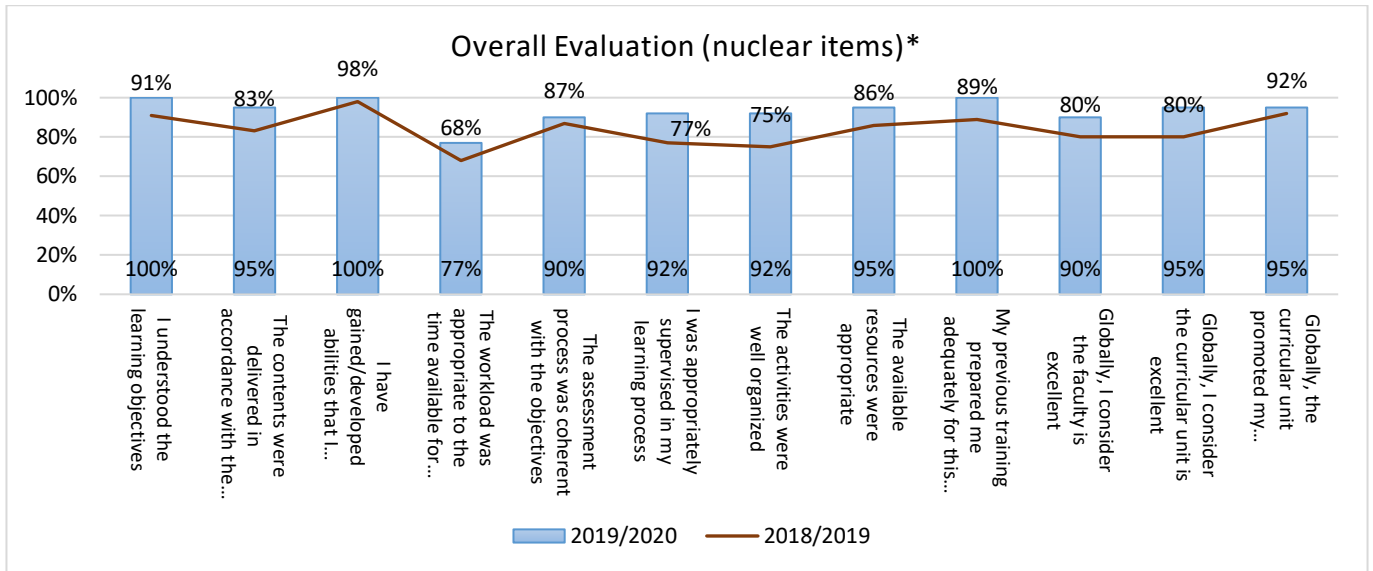


Curricular Unit: Surgery Residency



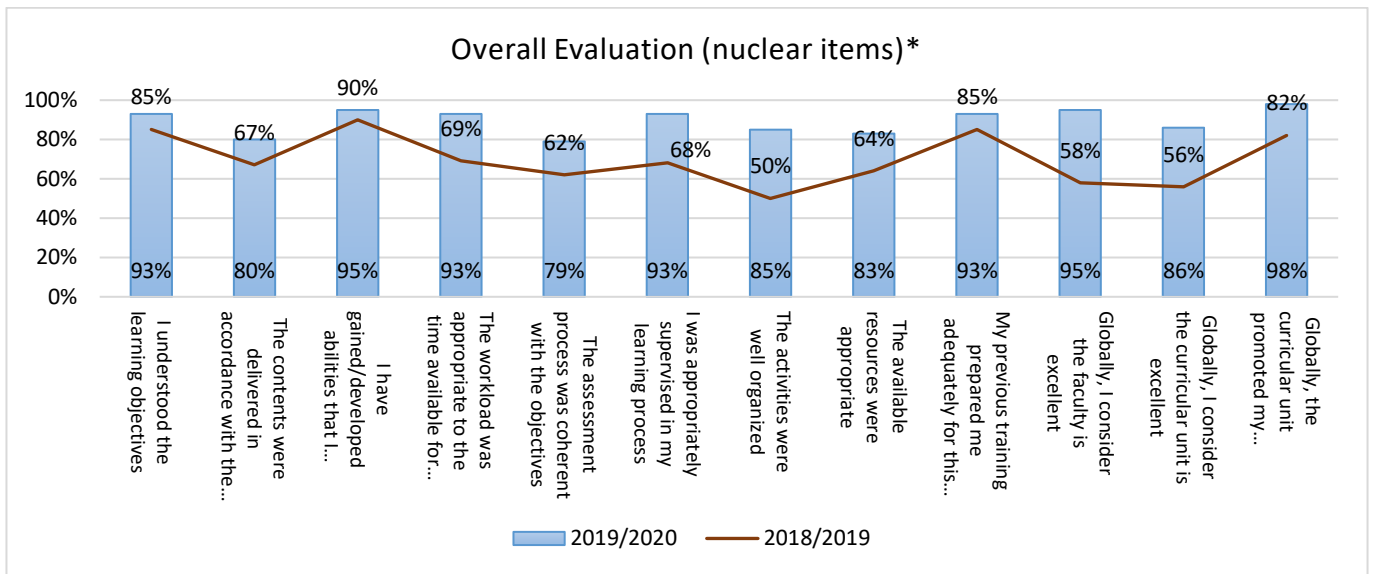
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Medicine 2 Residency



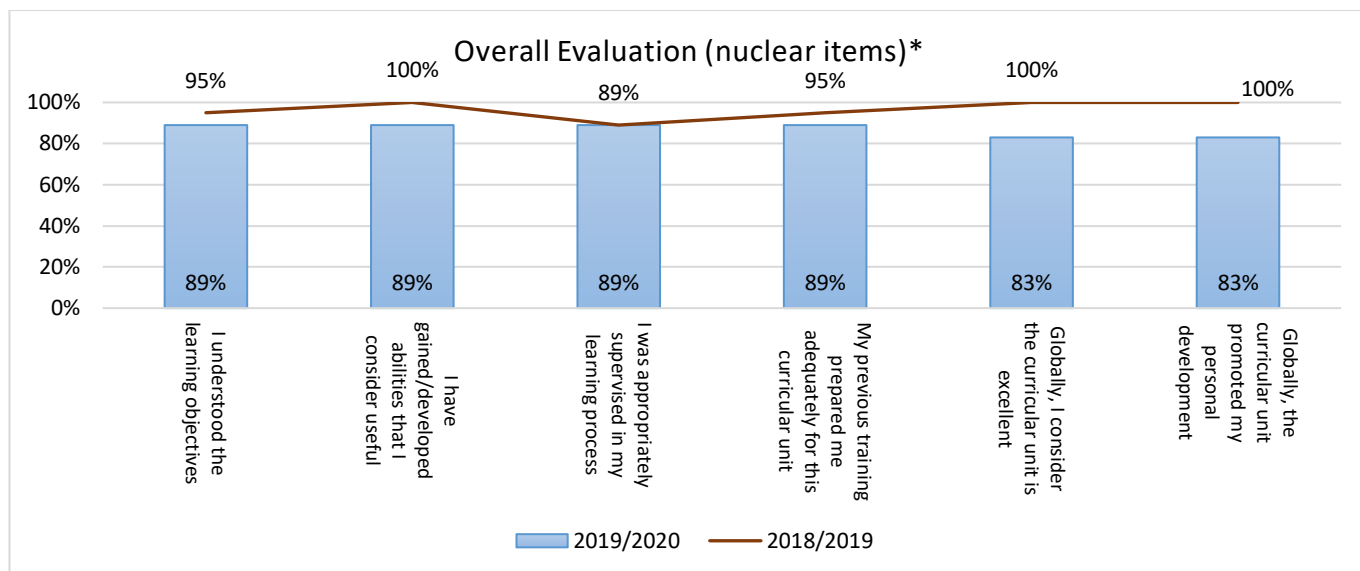
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Health Centers Residency 2

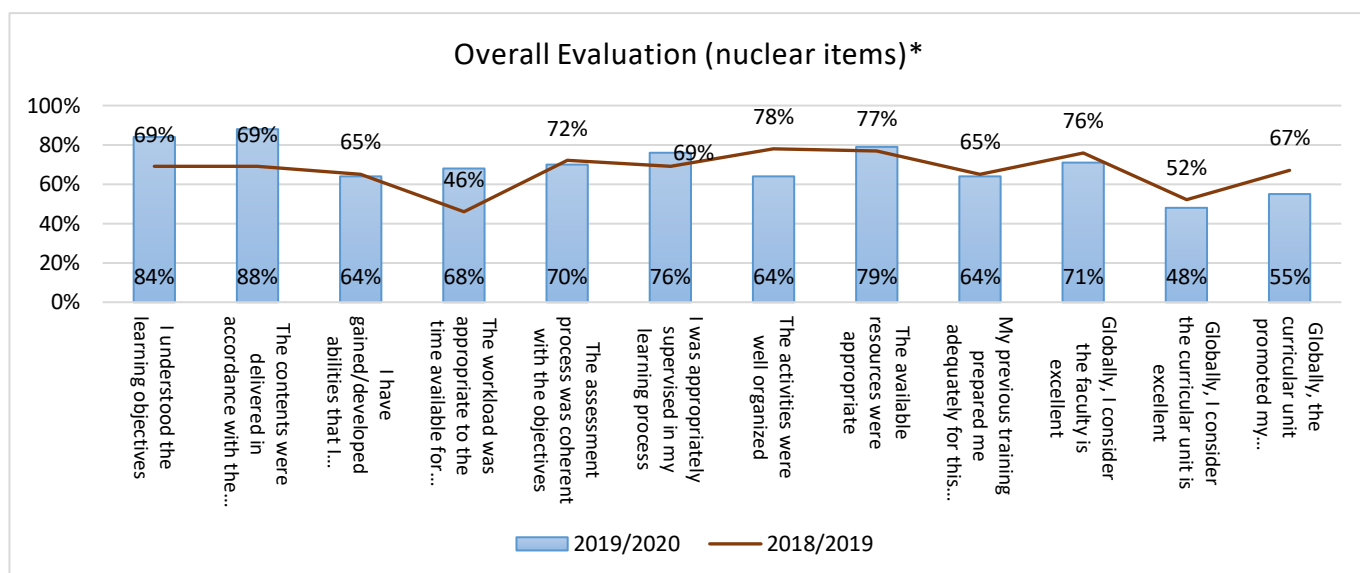


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Optional Residencies

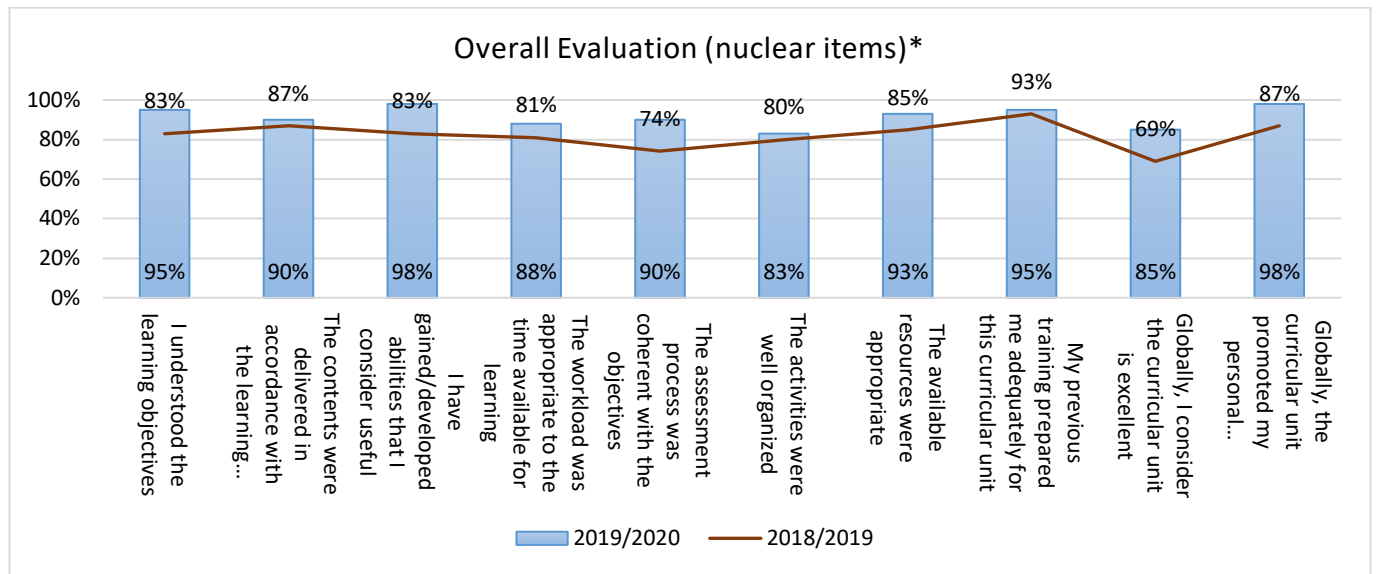


Curricular Unit: From Clinical to Molecular Biology 2



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

Curricular Unit: Vertical Domains 5

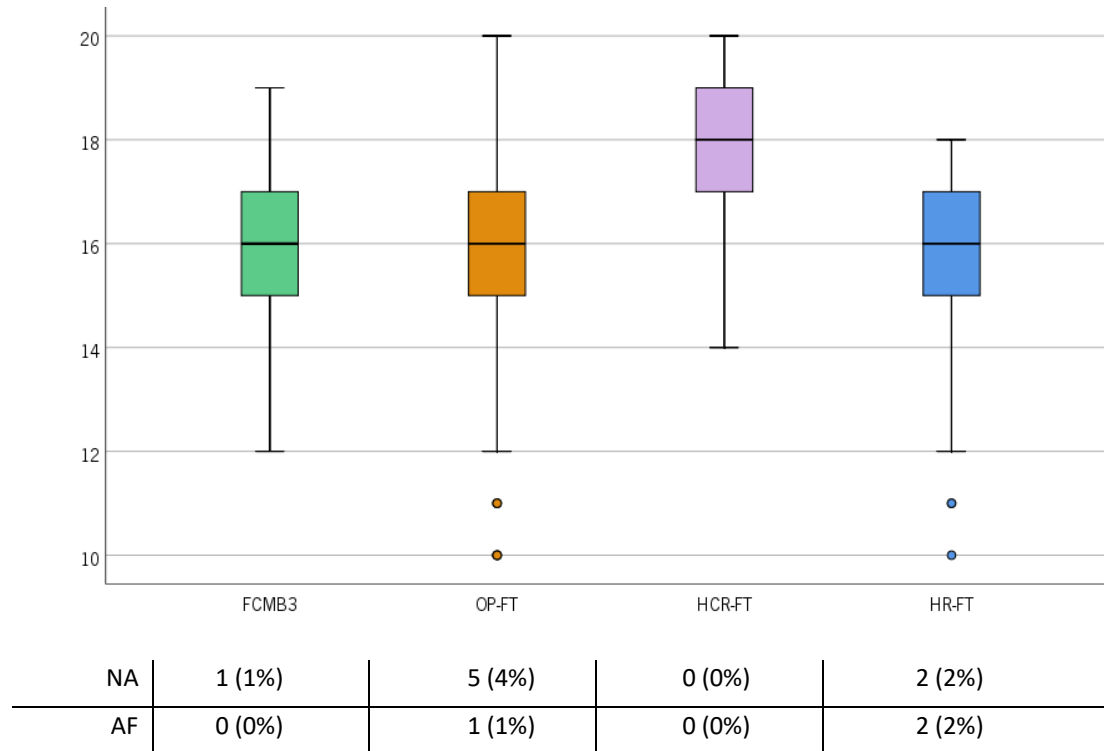


* Σ Favorable responses (Agree + strongly agree + completely agree)

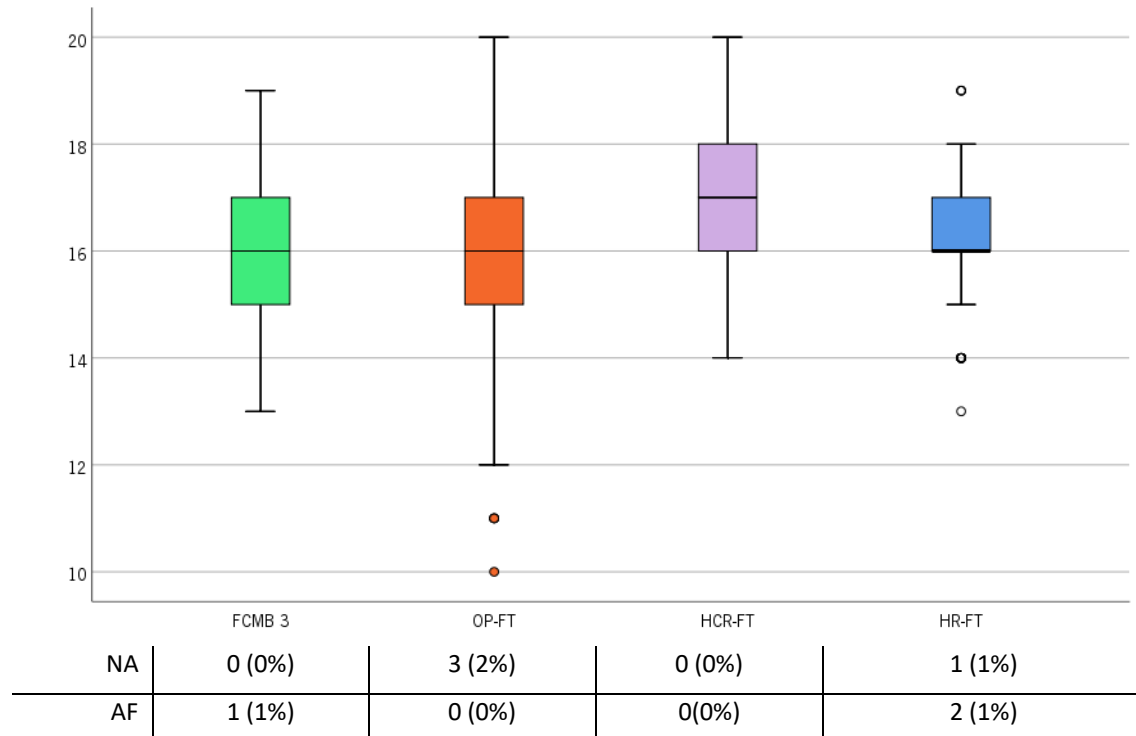
6th year

Distribution of Student Scores (*)

2018-2019



2019-2020

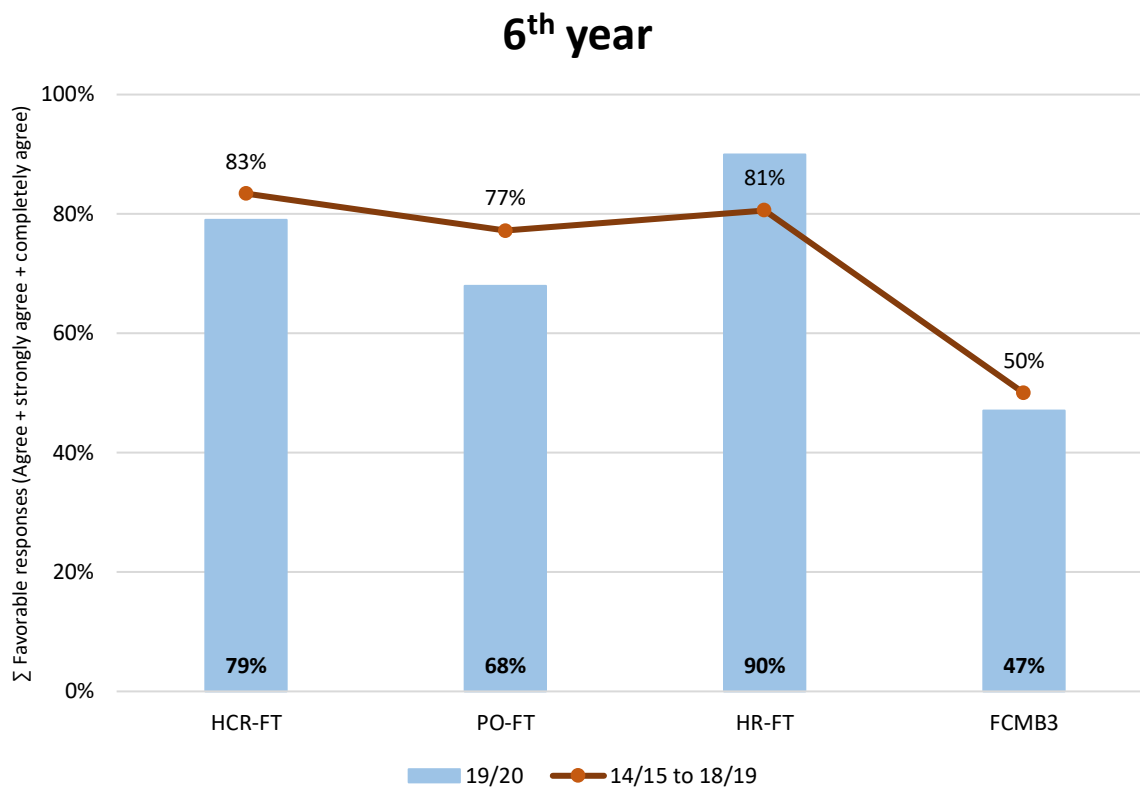


Legend

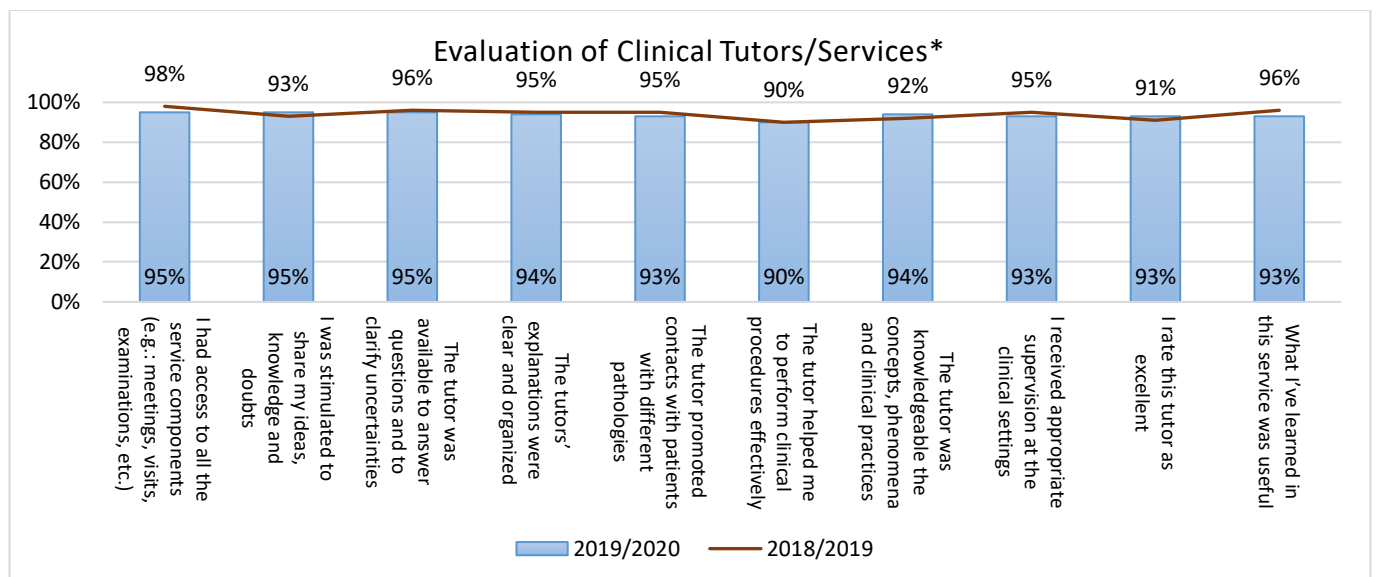
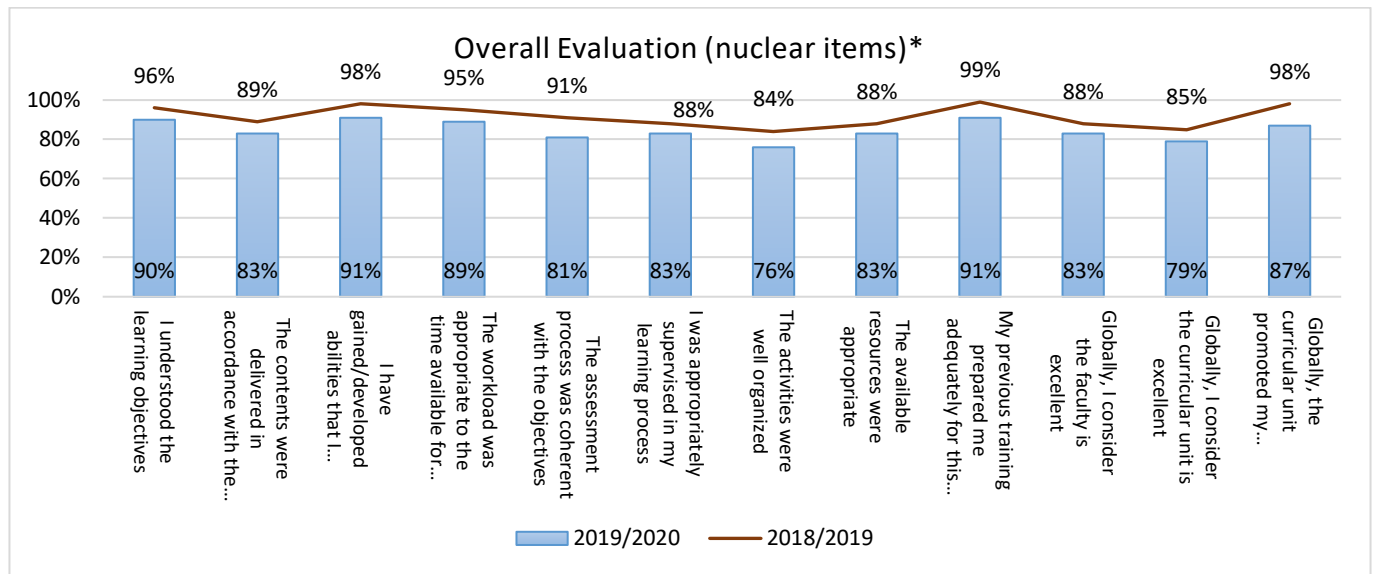
HCR-FT – Health Centers Residency - Final Training
 PO-FT – Option Project - Final Training
 HR-FT – Hospital Residencies - Final Training
 FCMB 3 – From Clinical to Molecular Biology 3

(*) 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”

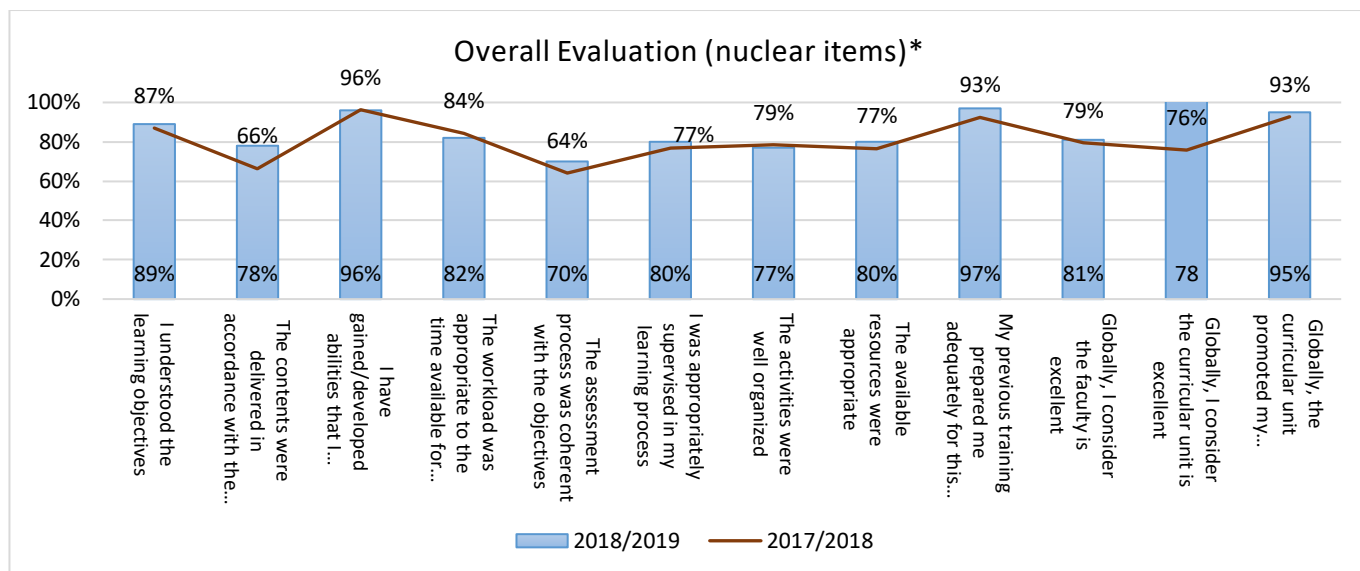


Curricular Unit: Health Centers Residency – Final Training



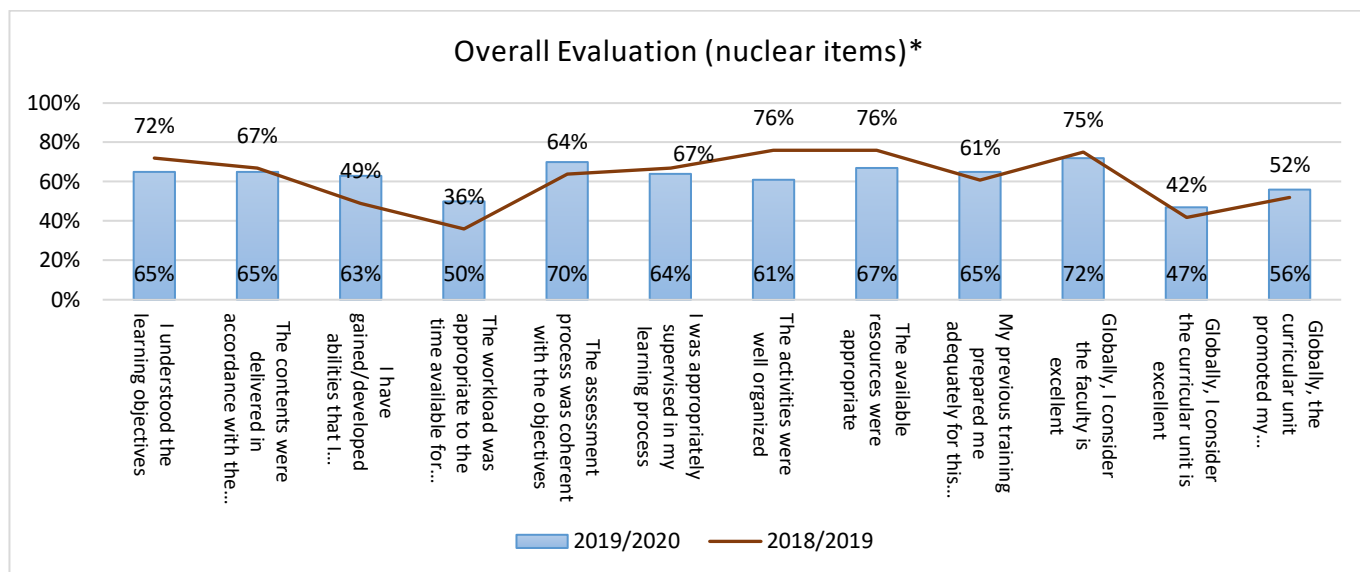
* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: Hospital Residencies - Final Training

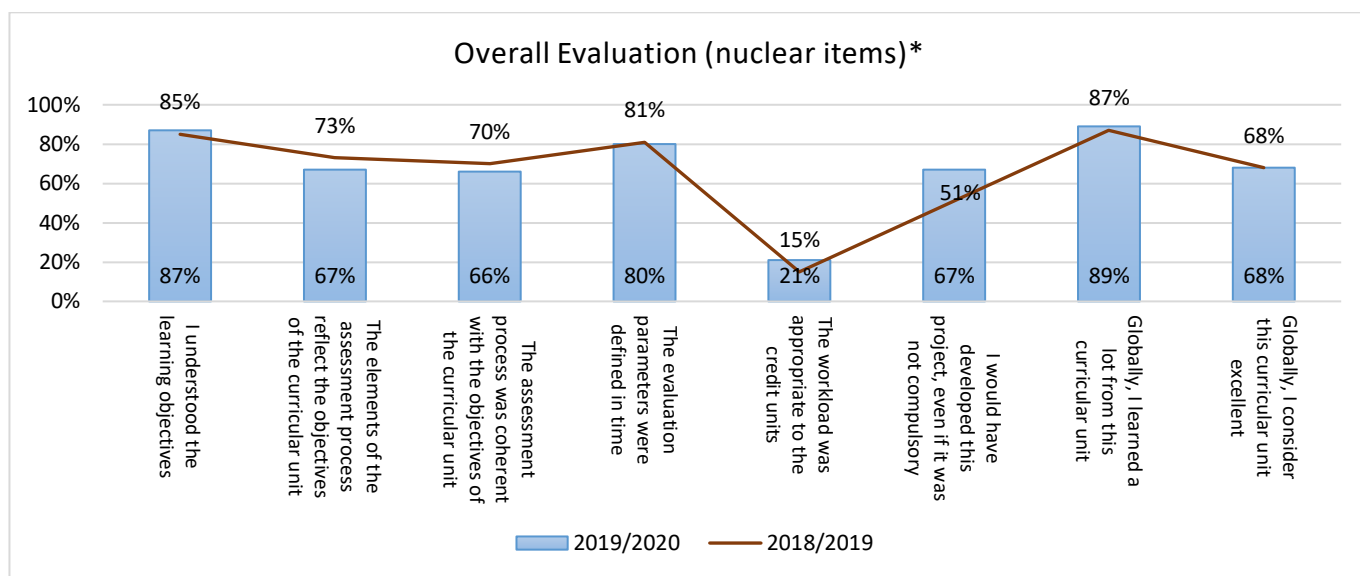


* Σ Favorable responses (Agree + strongly agree + completely agree)

Curricular Unit: From Clinical to Molecular Biology 3



Curricular Unit: Option Project - Final Training



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

STUDENTS ADMITTED/REGISTERED 2019-2020

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 2019-2020 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		
		2001/2018	2019/2020	Total
Original	NAP: general contingent – 1 st phase	1595	114	1709
	NAP: general contingent – 2 nd phase	23	0	23
	NAP: general contingent – 3 rd phase	4	0	4
	NAP: general contingent - complaints	2	0	2
	NAP: general contingent	1624	114	1738
	NAP: islands contingent– 1 st phase	77	4	81
	NAP: handicapped contingent– 1 st phase	20	1	21
	NAP: emigrants contingent– 1 st phase	24	1	25
	NAP: military contingent– 1 st phase	4	0	4
	NAP: other contingents: complaints	4	0	4
	NAP: Other contingents - total	129	6	135
	NAP: All contingents – 1st phase	1720	120	1840
	Total National Admission Process	1753	120	1873
	SAR: athletes	17	2	19
	SAR: diplomats	5	0	5
	SAR: Portuguese Speaking African Countries	22	6	28
	SAR: Timor	3	0	3
	SAR: Total	47	8	55
	SAP: graduates	24	0	24
	Transfers	6	0	6
	Reinstatement	3	1	4
Extraordinary Legislation	2	0	2	
Total of other processes of admission	82	9	91	
Total	1835	129	1964	
Alternative	SAP: graduate-entry students**	146	18	164
	Reinstatement	1	0	1
	Aveiro	10	0	10
	Total	157	18	175
Original & Alternative	Total	1992	147	2139

* 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)

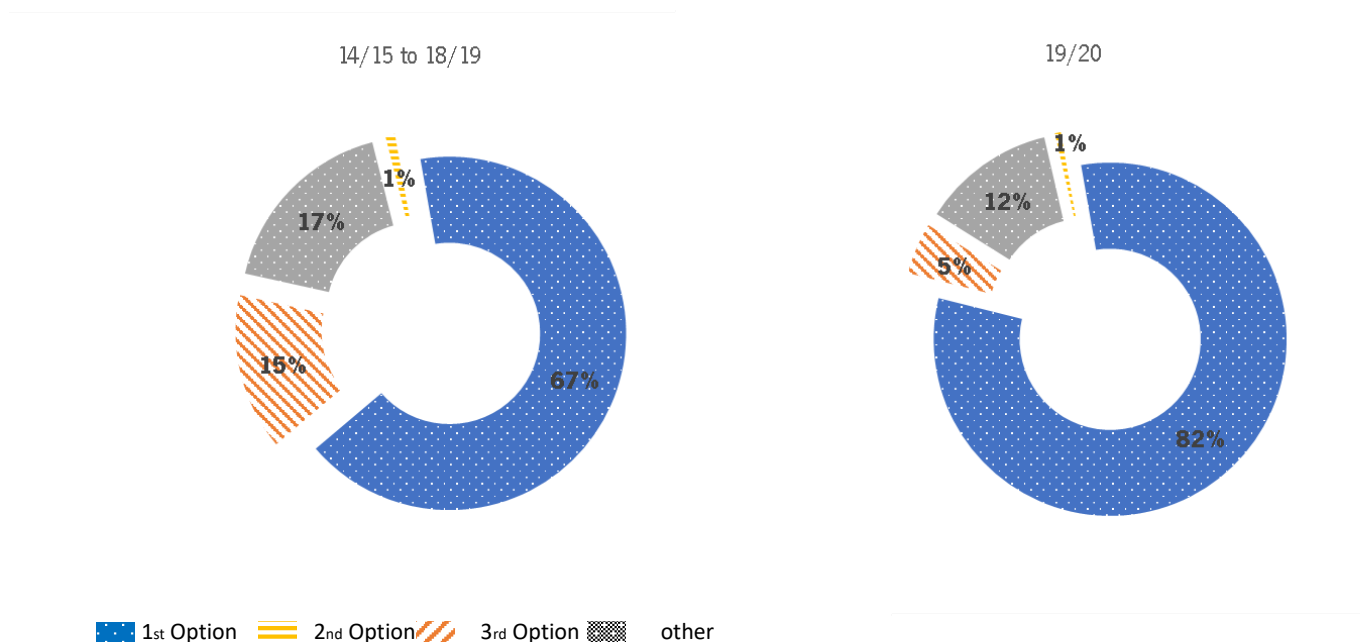


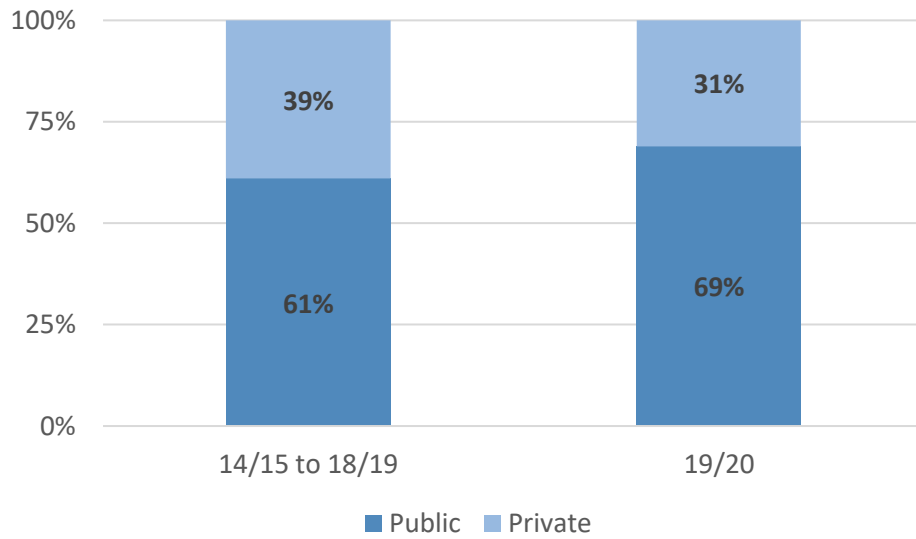
Table 2: Grade point average: general contingents

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
14/15 to 18/19	184,3	3,7	178,7	196,5	573	100%
19/20	186,4	3,6	182,2	195,7	114	100%
Total	184,6	3,8	178,7	196,5	687	100%

Table 3: Grade point average: other contingent

Academic Year of Admission	Mean	Standard deviation	Minimum	Maximum	Sample (representativeness)	
					N	%
14/15 to 18/19	169,8	6,7	154,5	186,8	29	100%
19/20	167,3	6	162,3	177,2	6	100%
Total	169,4	6,6	154,5	186,8	35	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

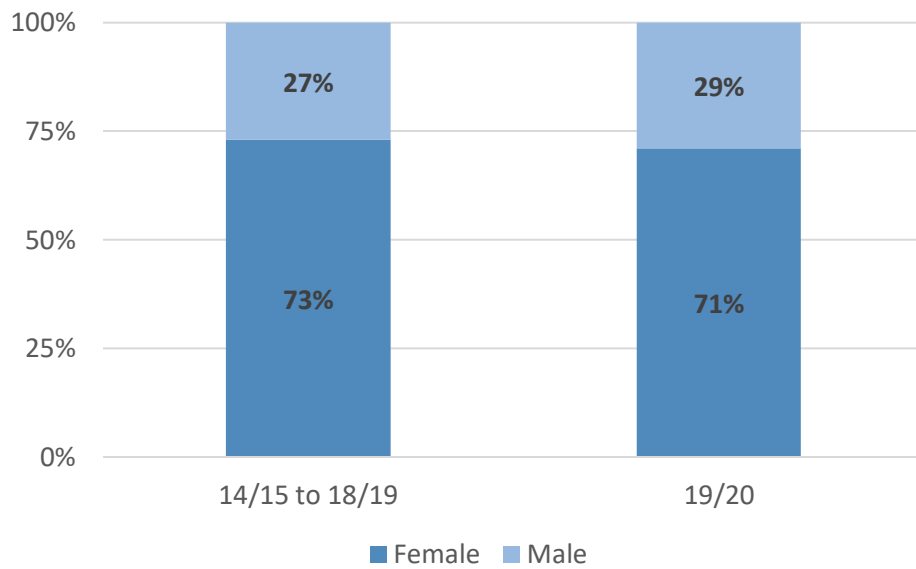


Table 4: Student age

	14/15 to 18/19						18/19					
	N	%	M	DP	Min	Max	N	%	M	DP	Min	Max
NAP	663	97%	18,3	0,97	17	29	117	97%	18,2	0,69	17	21
SAR	22	3%	18,4	0,85	17	20	4	3%	18,5	1	18	20
SAP: graduated	0	0%	0	0	0	0	0	0%	0	0	0	0
Transfers and Reinstatement	0	0%	0	0	0	0	0	0%	0	0	0	0
Extraordinary legislation	0	0%	0	0	0	0	0	0%	0	0	0	0
Sample (representativeness)	685	100%	18,3	0,97	17	29	121	100%	18,2	0,7	17	21

Figure 4: Student nationality

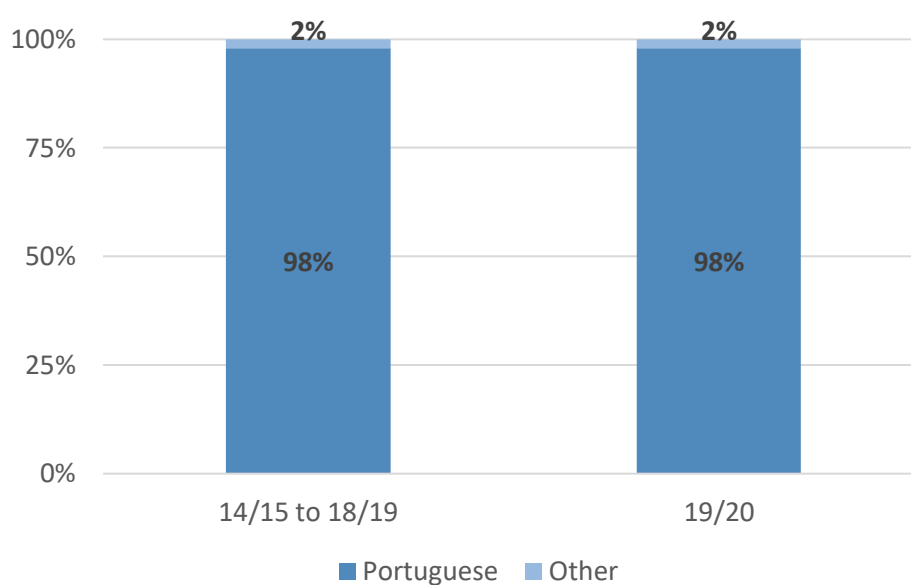
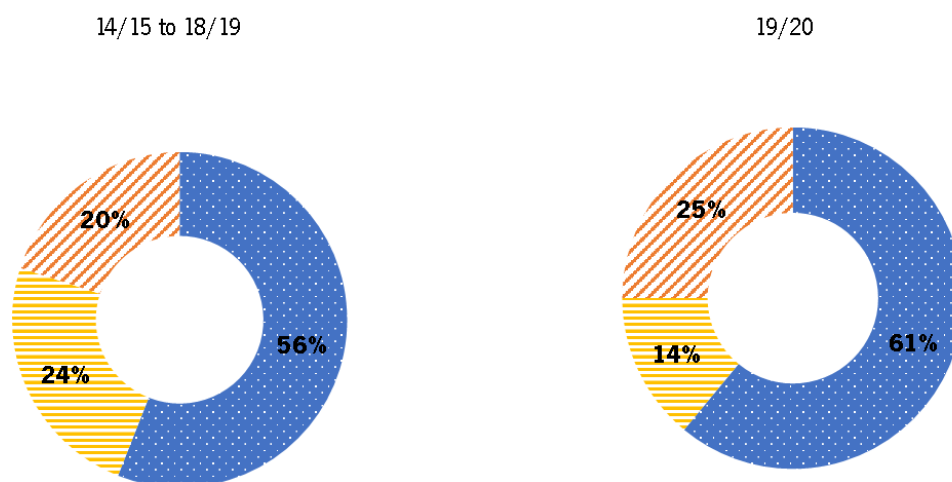


Figure 5: District of origin



■ Braga ■ Porto ■ other

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

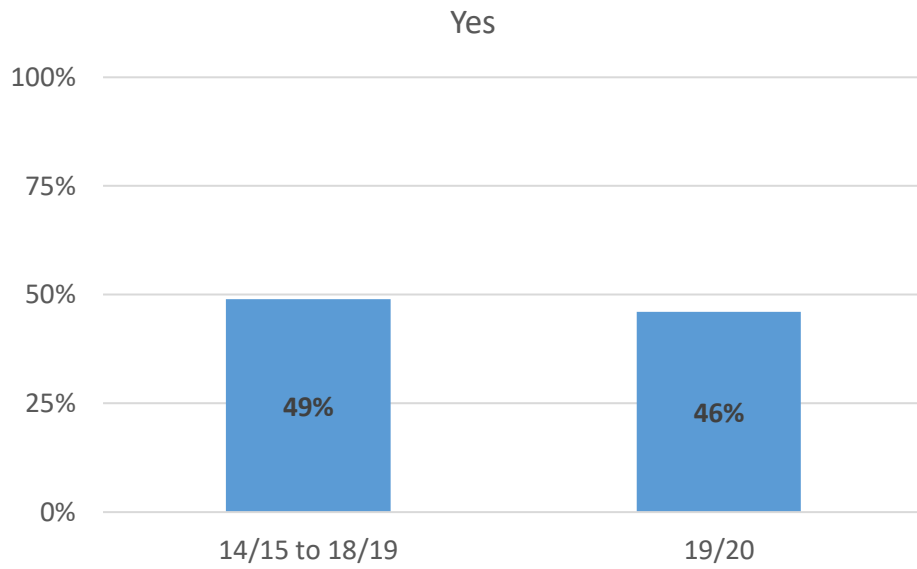


Figure 7: Student registration in higher education: 1st time

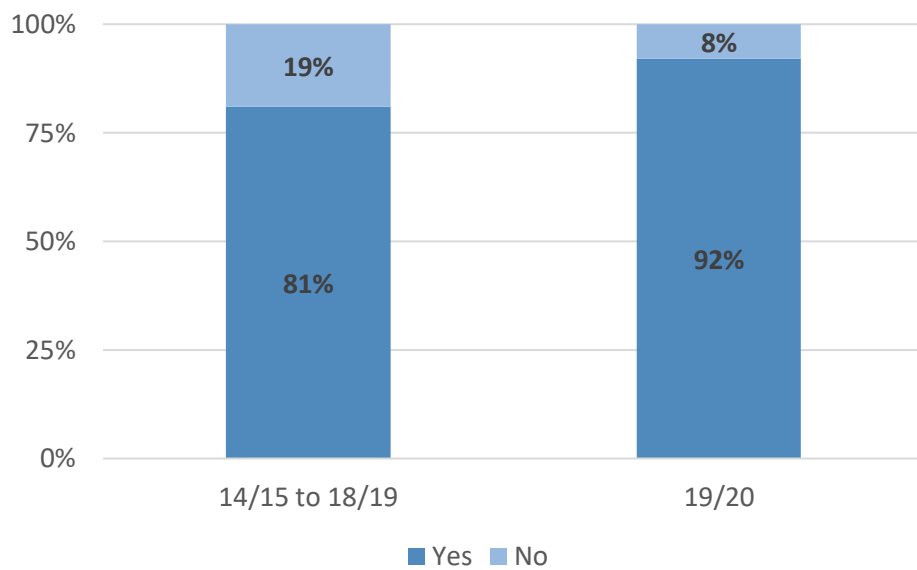


Table 5: Factors that influenced student’s decision to choose EM-UMinho

Factor	1st Factor	One of the four relevant factors
Geographical proximity	14%	59%
Prestige of the degree	11%	38%
Quality of learning/teaching process	10%	73%
Friends influence	14%	60%
Former or actual students information	8%	16%
I liked the curriculum of the degree	6%	27%
Economic resources owned	5%	16%
Geographic proximity of family	4%	6%
Geographical proximity	14%	59%

Table 6: Student educational background on admission

	Academic Year of Admission					
	14/15 to 18/19		19/20		Total	
	N	%	N	%	N	%
Secondary school	593	99%	122	100%	715	99,3%
Higher education - bachelor	3	1%	0	0%	3	0,4%
Higher education – “licenciatura”	2	0%	0	0%	2	0,3%
Postgraduate - Master	0	0%	0	0%	0	0,0%
Postgraduate - PhD	0	0%	0	0%	0	0,0%
Sample (representativeness)	598	100%	122	100%	720	100%

Figure 8: Student employment status on admission

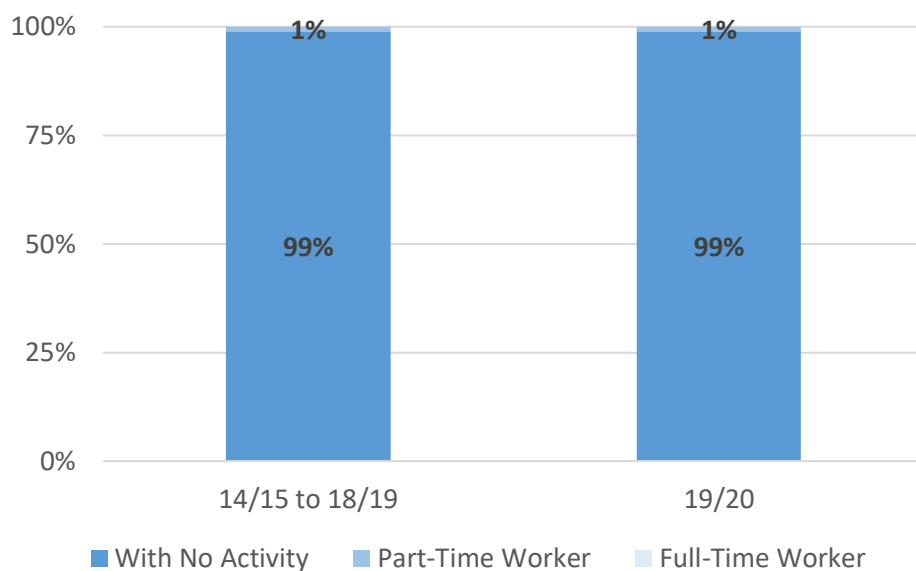


Table 7: Student parents educational background

	Father		Mother	
	N	%	N	%
1st cycle of basic education	7	6%	6	5%
2nd cycle of basic education	11	9%	13	11%
3rd cycle of basic education	10	8%	11	9%
High school	44	37%	29	24%
Higher education - bachelor	0	0%	0	0%
Higher education – “licenciatura”	31	26%	47	39%
Postgraduate - Master	11	9%	13	11%
Postgraduate - PhD	6	5%	2	2%
Sample (representativeness)	120	100%	121	100%

Registered students - Graduate entry track

1. Registered students: all registered students

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
2014/2015	15	15%	2	6	3.9	15	15%	2	6	3,8	16	16%	14	18	15.5
2015/2016	16	16%	2	6	3.8	15	15%	2	5	3.7	16	16%	14	17	15.4
2016/2017	15	15%	2	6	4,07	15	15%	2	6	4,07	13	13%	14	18	15,8
2017/2018	18	19%	3	5	4,06	18	19%	3	5	4,11	18	19%	14	17	15,6
2018/2019	16	16%	2	5	3,31	15	15%	2	5	3,53	15	15%	14	19	15,29
2019/2020	17	18%	1	5	3,76	17	18%	1	6	3,82	17	18%	14	18	15,35
Sample (representativeness)	97	90%	1	6	3,81	95	88%	1	6	3,86	95	88%	14	19	15,48

Figure 9: My previous degree was my # option

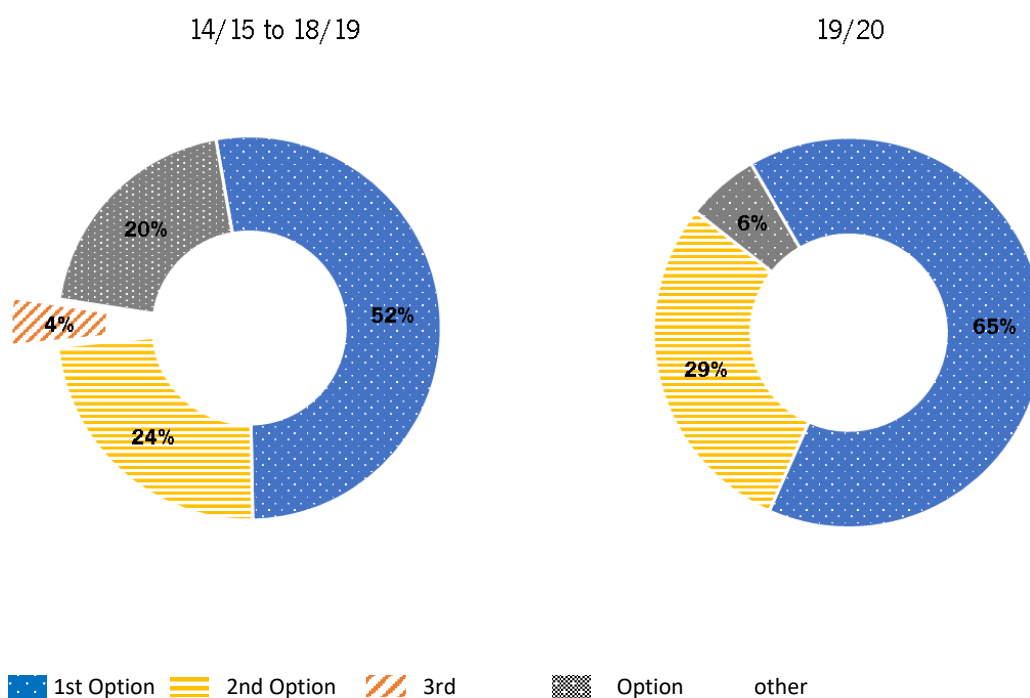


Figure 10: Medical Degree: When admitted to the previous degree, Medicine was my first option

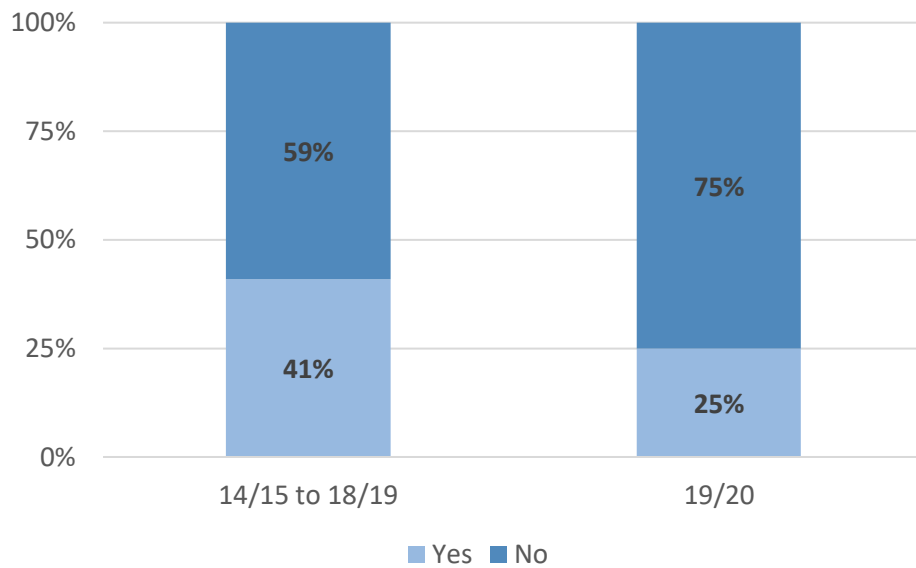


Figure 11: Student option for EM-UMinho: The EM-UMinho was my # option

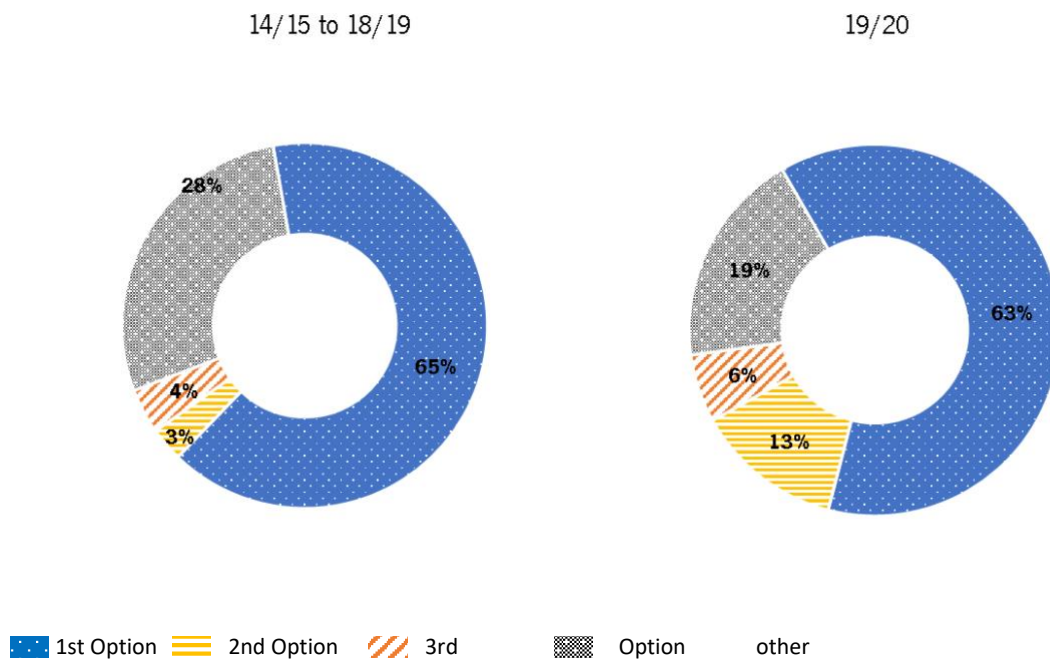


Figure 12: Present year: The student applied to other medical degrees

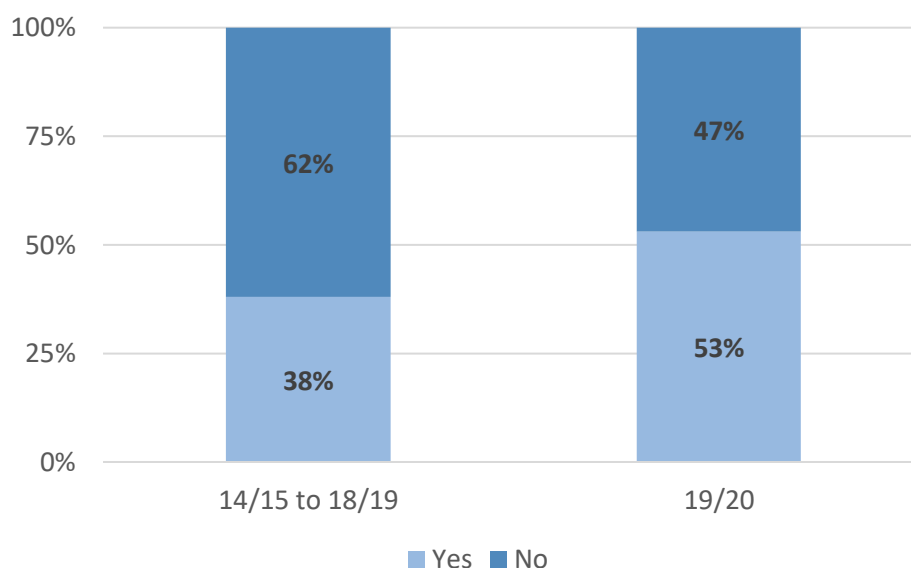


Table 9: Factors that influenced student's decision to choose the medical degree

Factor	1st Factor	One of the four relevant factors
The track match my educational/professional/vocational interests	6%	71%
Familiar tradition	6%	0%
Friends influence	6%	18%
Better quality of life	18%	47%
Higher employment rate	18%	59%
Personal / family experience with health and illness	6%	59%

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

Factor	1st Factor	One of the four relevant factors
Geographical proximity	18%	35%
Prestige of the degree	18%	65%
Quality of learning/teaching process	18%	47%
Former or actual students information	6%	12%
I liked the curriculum of the degree	12%	53%

Economic resources owned	6%	35%
Geographic proximity of family	6%	12%

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

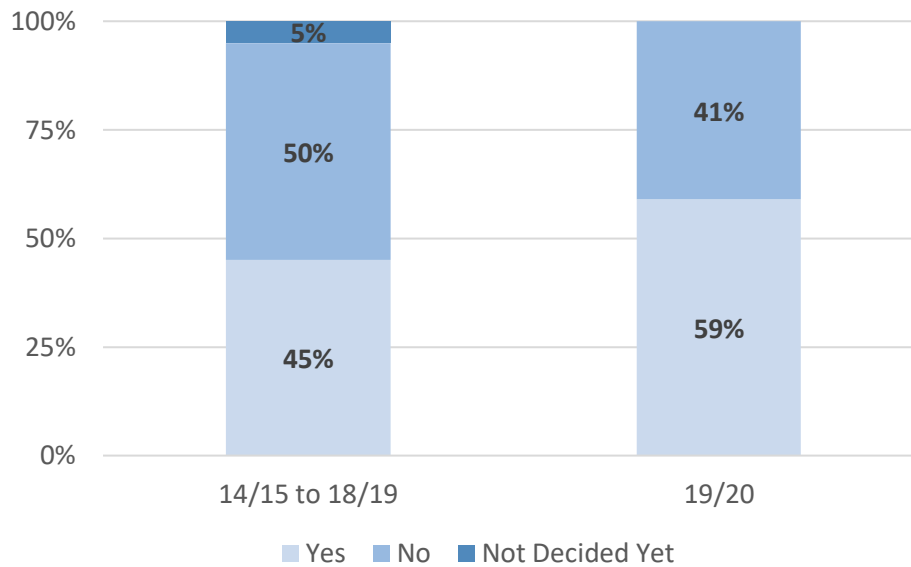


Figure 14: Student Gender

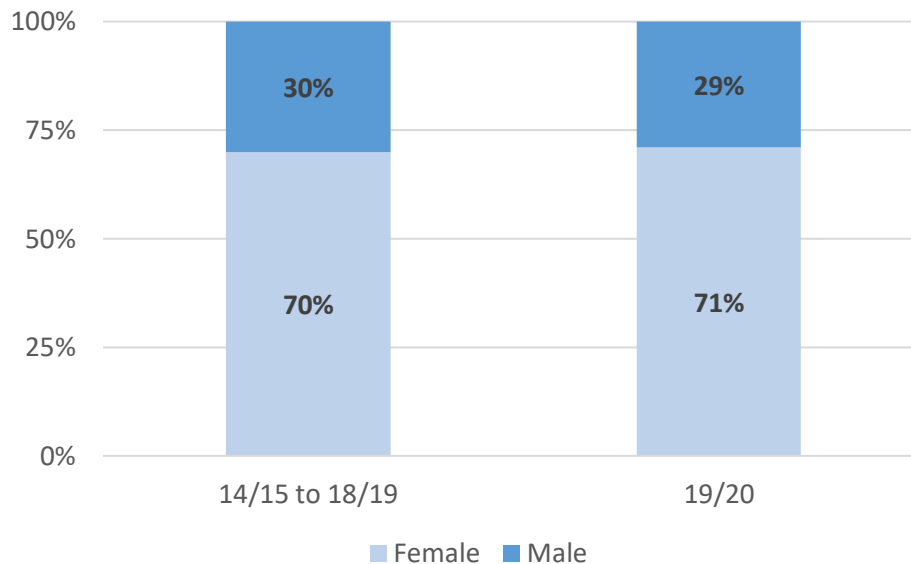


Table 11: Student's age

Academic year of Admission	N	%	M	DP	Mín	Máx
2014/2015	16	17%	28	4,8	22	36
2015/2016	14	15%	26,1	5,5	22	39

2016/2017	15	16%	26,2	3	23	33
2017/2018	18	19%	28,2	4,6	22	38
2018/2019	16	17%	26,4	4,6	22	38
2019/2020	17	18%	26,5	4,3	22	36
Sample (representativeness)	96	89%	27,3	4,4	21	39

Figure 15: District of origin

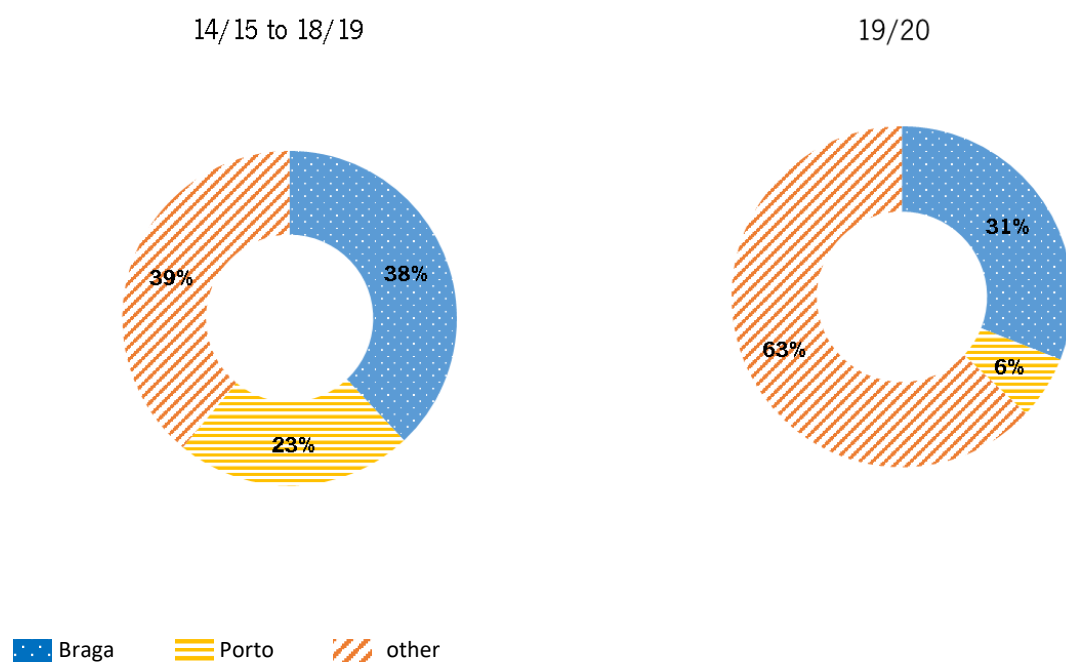


Figure 16: Type of secondary school where the student completed the 12th year

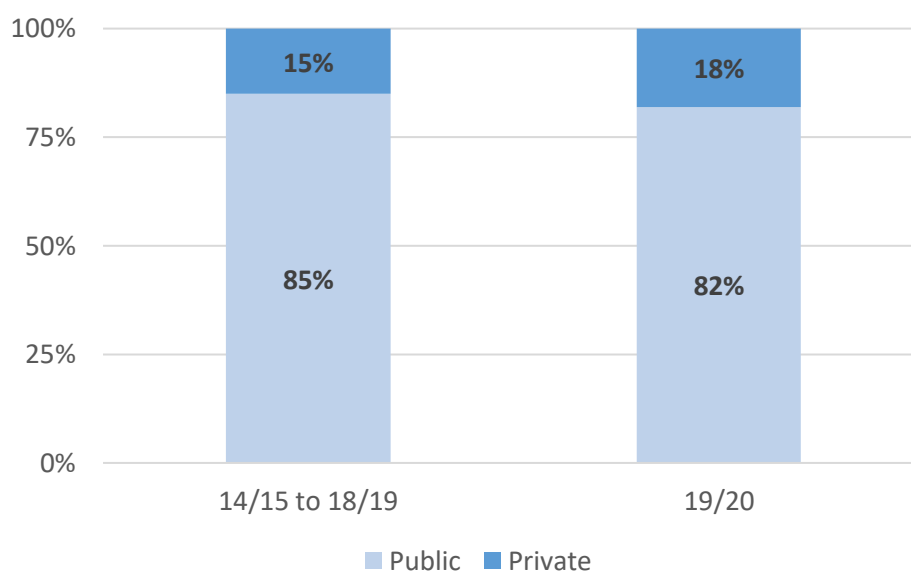


Table 12: Student’s educational background on admission

Academic year of Admission				
	14/15 to 18/19		19/20	
	N	%	N	%
higher education – “licenciatura”	52	53%	8	47%
Postgraduate - Master	44	45%	9	53%
Postgraduate - PhD	2	2%	0	0%
Sample (representativeness)	98	100%	17	94%

Figure 17: Student’s employment status on admission

