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THE NETWORK
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TUFH 2020 Abstracts

Title	**Mentoring portfolio in early medical years, is it the perfect twining?**
Type	Oral Presentation *Measuring Progress towards the Sustainable Development Goals*
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Country	Egypt
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Content	Introduction: The evolving National Accreditation Standards, adoption of Competency Based Medical curriculum together with the mandatory need for transforming newcomers' mindsets from education to learning have fostered a radical change in the medical education curriculum in Egypt. Thus, compiling of the portfolio in the early years of medical study is considered an important educational instrument for fostering change. Moreover, this study assumed that adding the mentorship may booster the effectiveness of this program. Methodology: The portfolio was implemented in conjunction with a formal structured group mentorship in the basic sciences. Accordingly, a cross-sectional study was conducted in early years of medical study, on 260 students and 17 mentors, using two questionnaires. Results: Both mentors and students found this conjunction helpful. All mentors agreed that mentorship improved the final product of the portfolio and facilitated the process of the portfolio. Likewise, the effect of this twinning on students' academic support was their highest rated scale. Students agreed that their mentors assist in portfolio understanding, provide constructive feedback, follow the fulfilment of all the portfolio inputs, assist in the development of the concept map and develop reflective skills 68.3%,67.4%, 65.6%, 64% and 59.6% respectively. However, the least rated effect was the improvement of the personal development plan by mentors and students. Conclusion: The study concludes that the mentorship may help in improvement of the final product of the portfolio in the early basic years. Moreover, it assists the academic support to the students and help them to develop their reflective skills.