
Basic Course in Medical Education (BCME) Report -2026

Date: 23rd – 25th July 2026

DAY 1 (23rd July 2026)

The BCME programme commenced at **9:00 AM under the guidance of the NMC Observer Dr. Reeba Mary Mani and the Medical Education Unit**. A pre-test was forwarded to all the participants through QR code. The workshop and activities were Football theme based. The inaugural session was followed by participant introductions, an ice-breaker Activity-**Find your pair and introduce the participant**, and **group dynamics exercise** of that promoted interaction and teamwork among the participants with reflections by the observer group. Each session ended with question to score points.





The subsequent session focused on the **principles of learning and learning progression**, highlighting the characteristics of adult learners and the domains of learning. Video-assisted learning and interactive discussions were used to reinforce the concepts. The participants were introduced to the **roles of the Indian Medical Graduate (IMG)**, the **Graduate Medical Education Regulations (GMER) with CBME**, and the importance of framing **Specific Learning Objectives (SLOs)** aligned with competencies. Each team were asked to select one competency from Phase3 part 1 and part2 competencies and prepare SLO which were discussed at the end of the day under the mentorship of resource faculty.

Sessions on **teaching-learning methods for large and small groups** emphasized learner-centred approaches, active learning strategies, and the effective use of methods such as Fish Bowl, Jigsaw, Think-Pair-Share, and Case-Based Learning. Participants actively engaged in group discussions and appreciated the practical applicability of these innovative methods.

The afternoon sessions on **assessment principles, including formative and summative assessment and internal assessment guidelines** as per NMC and university regulations were taken. Participants' queries regarding assessment methods and remedial examinations were addressed before concluding the session at 5:00 PM.

Most valued player among the participants was given trophy as a part of encouraging the faculties to participate in interactive session. One team was asked to prepare a 5 min Role paly on AETCOM session 2.8 for the next day.



At the end Google feedback form was sent to all delegates regarding the day 1 activities.

DAY 2 (24th July 2026)

The second day began with a recap of the previous day's sessions with the participants made to understand the difference between **recap and reflection**. Feedbacks given by participants were also shared and discussed. This was followed by interactive **AETCOM session**, teaching the participants to use AETCOM modules, TLM method using Role play by the participants and evaluation after conduct of session. Discussions **on Self-Directed Learning (SDL)** and its implementation within the Competency-Based Medical Education (CBME) curriculum. The significance of promoting lifelong learning habits among medical students was emphasized through examples

The next sessions focused **on teaching clinical and practical skills using demonstrations, skills laboratories, and simulation-based learning**. Participants were introduced to the principles of effective skill teaching, feedback, and supervision in clinical settings. Participants were taken to skill lab for proper orientation of classes. The importance of **aligning teaching-learning methods** with competencies and selecting appropriate instructional strategies was highlighted.

Post-lunch sessions dealt with **blueprinting and question paper preparation with various types of essay, short essay and MCQ preparation**. Participants learned the principles of constructing a blueprint based on competencies, levels of cognition, and assessment weightage. The day concluded with sessions on providing effective feedback, emphasizing constructive, timely, and learner-centred feedback using established feedback models.

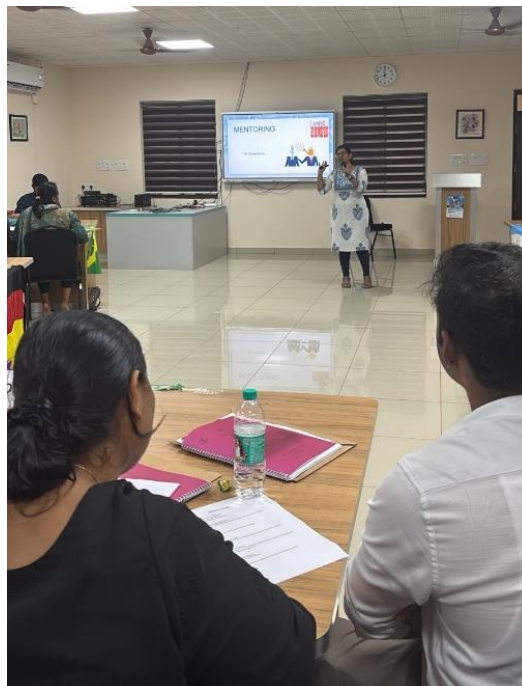


Most valued player among the participants was given trophy.

DAY 3 (25th July 2026)

The final day commenced with activity on **Reflection writing** by the participants, which was followed by sessions on **Making Lesson plan**. Each team was asked to present their lesson plan for the SLO they chose. **Assessment of Practical skill** using WBA, mini- cex was taught. **Academic networking and growth in medical education** were introduced, highlighting the importance of ACME, FAIMER.

Participants then delivered microteaching presentations based on competencies prepared during the workshop. Each presentation was followed by structured peer and faculty feedback, enabling participants to identify their strengths and areas for improvement.





Session on **mentoring** was conducted laying emphasis on effective feedback and mentoring.

The programme concluded with the post-test, collection of participant feedback, and valedictory session. The overall workshop was highly interactive, with active involvement from all participants with the best team receiving trophies. The resource faculty appreciated the enthusiasm and commitment shown by the participants throughout the three-day programme. Certificates were distributed, and the BCME workshop concluded successfully with a vote of thanks.



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