



RCP Educational Supervisor accreditation

Assignment guidelines

For learners who wish to complete the **RCP Educational Supervisor accreditation**, please read this document and download the **assignment template** from the RCP website, by following this [link](#).

Eligibility

The **RCP Educational Supervisor accreditation** is open to all doctors who are educational supervisors, or for those who are soon to become educational supervisors. There is no need to apply, simply book onto the 'Educational Supervisor' workshops in order to be automatically enrolled for the accreditation.

The assignment process

The RCP Educational Supervisor assignment involves you reflecting upon and discussing an appraisal meeting that you have carried out. Where possible, you should write your assignment reflecting on an appraisal that you have undertaken with a resident assigned to you. However, we understand that in certain cases this is not possible. Therefore, if you are not assigned a resident to supervise within a year of attending the workshop you may conduct a mock appraisal with a resident colleague on which to base your assignment.

You should type under each of the headings, on the template provided, in continuous prose. The word count for the whole assignment is 1,000-1,500 words.

Please submit your assignment as a Microsoft word document with your name and surname as a file name.

Timeframe

Following completion of the workshops, please complete assignment, which should be submitted to the RCP for review 3-12 months following attendance at the workshop.

Assignments will not be accepted after this timeframe, unless an extension has been pre-arranged.

We accept assignment submissions throughout the year, please email education.courses@rcp.ac.uk when you are ready to submit. You can expect to receive your results and feedback within eight weeks of your submission date.

Recommended reading list

- > Academy of Medical Educators. A framework for the professional development of postgraduate medical supervisor: guidance for deaneries, commissioners and providers of postgraduate medical education. Academy of Medical Educators, 2010.
- > St-Onge C, Chamberland M, Lévesque A et al. The role of the assessor: exploring the clinical supervisor's skill set. *The Clinical Teacher* June 2014; 11(3):209-213 [E-journal available to RCP members via [Athens](#) password]
- > Martin P, Copley J and Tyack Z. Twelve tips for effective clinical supervision based on a narrative literature review and expert opinion. *Medical Teacher* March 2014; 36(3):201-207 [E-journal available to RCP members via [Athens](#) password]
- > Farnan J, Petty LA, Georgitis E. A systematic review: the effect of clinical supervision on patient and residency education outcomes. *Academic Medicine* April 2012; 87(4):428-442. [E-journal available to RCP members via [Athens](#) password]
- > Owen D and Shohet R. *Clinical supervision in the medical profession*. Maidenhead: Open University Press, 2012.
- > Stenfors-Hayes T, Hult H, Dahlgren LO. What does it mean to be a good teacher and clinical supervisor in medical education? *Advances in Health Sciences Education* 2011;16(2):197–210. [E-journal available to RCP members via [Athens](#) password]
- > Parking D and McKimm J. Appraisal. In: McKimm J and Swanwick T (eds), *Clinical teaching made easy : a practical guide to teaching and learning in clinical settings*, London: Quay Books, 2010. [Ebook available to RCP members via [Athens](#) password]
- > Black D and Kelleher K. The trainee in difficulty: a supportive structured approach. *British Journal of Hospital Medicine* December 2010; 71(12):704-707.
- > Cooper N and Forrest K (eds). *Essential guide to educational supervision in postgraduate medical education*. Oxford: Wiley-Blackwell, 2009.